DOCUMENT RESUME

ED 063 520 AA 001 002

TITLE Abstracts of Research and Development Projects in Career Education.
INSTITUTION Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.
PUB DATE Jun 72
NOTE 153p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *Abstracts; *Career Education; Demonstration Projects; Elementary School Curriculum; Evaluation Methods; Federal Aid; Guidance Objectives; Program Planning; Projects; *Research Projects; Secondary Schools; State Programs; *Technical Education; *Vocational Education
IDENTIFIERS *United States

ABSTRACT

A booklet to provide overall background information on research and development projects in career education as well as an abstract of the activities being undertaken in each individual project is presented. Each of the 50 states, the District of Columbia, and the various territories of the United States is represented. The abstracts relate the different approaches which are being attempted by the staffs of the various projects in career education. (CK)

ED063520

ABSTRACTS

OF

RESEARCH AND DEVELOPMENT PROJECTS

IN

CAREER EDUCATION

****

Supported Under Section 131(a) of Part C
Of the Vocational Education Amendments of 1968
(Public Law 90-576)

****

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, Secretary

Office of Education
S.P. Marland, Jr., Commissioner

Bureau of Adult, Vocational and Technical Education
Robert M. Worthington, Associate Commissioner

Division of Vocational and Technical Education
Michael Russo, Acting Director

June 1972

AA001002

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INTRODUCTION

Section 131(a) of Part C of the Vocational Education Amendments of 1968 (Public Law 90-576) provides funding for the U. S. Commissioner of Education to use in awarding grants or contracts to State Boards for Vocational Education, local school districts, and other appropriate organizations for research and development in vocational education, including the conduct of experimental, developmental, and pilot projects. In fiscal year 1972, the Commissioner decided to award the entire Section 131(a) appropriation of $9 million to the State Boards for Vocational Education, to enable the States to establish their own demonstration, testing, and development sites for career education model programs. By June of 1972, these research and development projects in career education were underway across the country, with projects in operation in every State and Territory of the United States.

The purpose of this booklet is to provide overall background information on these research and development projects in career education, as well as an abstract of the activities being undertaken in each individual project. Persons wishing more detailed information about a particular project should correspond with the State-level project administrator, whose name and address are listed at the beginning of each abstract.

This booklet has been prepared by staff members of the Program Development and Operations Branch of the Division of Vocational and Technical Education, including Joyce Dechman, Nancy Rhett, Mary Lovell, Suzanne Patterson, and Frances Hamilton, under the supervision of the Branch Chief, Sidney C. High, Jr.

Michael Russo
Acting Director
Division of Vocational
and Technical Education

June 1972

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BACKGROUND

In January of 1971, at the annual convention of the National Association of Secondary School Principals, U. S. Commissioner of Education Sidney P. Marland, Jr. issued a call for a major new thrust in American education, in a speech entitled "Career Education Now" (ED-048-480). This was followed by an address entitled "Career Educaton: More Than a Name" (ED-050-295), delivered at the annual spring meeting of the State Directors of Vocational Education in May of 1971, and by a discussion of career education concepts with the Chief State School Officers during their June 1971 conference.

In a series of further speeches, published articles, and administrative actions, Commissioner Marland continued to advance the concepts of career education during the summer of 1971. The U. S. Office of Education's research unit, NCERD, at Commissioner Marland's direction, invested an initial allocation of $7.5 million in a research and development effort to design, implement, and validate large-scale school-based models of career education in six selected school districts, ranging from Hackensack, New Jersey to Los Angeles, California. NCERD also initiated design and feasibility studies on some alternative approaches to career education, including an employer-based model, a home/community-based model, and a residential model.

The response to Commissioner Marland's initiatives in career education was immediate and widespread. The career education concept was endorsed by important national groups and by State leaders. Expressions of interest in the implementation of career education were received from school districts throughout the country. It became apparent that, in addition to the centrally-administered model-building efforts sponsored by NCERD, there was a need to assist the States in moving ahead rapidly with the development and implementation of locally-designed career education programs, drawing upon the creativity of State and local personnel, capitalizing on the enthusiasm of local communities, and tailored to local conditions.

Accordingly, Commissioner Marland decided to turn over to the States a total of $9 million of discretionary research and development funds, to enable each State to establish its own demonstration, testing, and development site for a career education model program. These funds were drawn from the appropriation provided by Congress under Part C of the Vocational Education Amendments of 1968 (Public Law 90-576).

Part C of Public Law 90-576 authorizes funds for research and development in vocational education, including the conduct of experimental, developmental, and pilot projects. Part C provides that fifty percent of the amount appropriated will be utilized under Section 131(a) at the discretion of the U. S. Commissioner of Education, and that the remaining

fifty percent will be utilized under Section 131(b) at the discretion of each State Board for Vocational Education. The funds are allocated to the States on the basis of a special population-based formula provided in the Act.

The total amount appropriated for Part C in fiscal year 1972 was $18 million, providing $9 million for discretionary use by the U. S. Commissioner under Section 131(a) and $9 million for use by the State Boards for Vocational Education under Section 131(b). It was the $9 million of discretionary funding provided under Section 131(a) that Commissioner Marland decided to use to enable each State to initiate developmental and pilot projects in career education.

On September 7, 1971, Commissioner Marland sent a letter to each Chief State School Officer and to the Executive Officer of each State Board for Vocational Education. (In most States, these two posts are held by the same individual). The letter said, in part:

> The Commissioner's fifty percent of Part C funds will be made available to you upon your assurance that the money will be concentrated to establish meaningful, well-developed career education programs with a strong guidance and counseling component. If your State allotment is $100,000 or less, a single site must be selected. If the allotment exceeds $100,000, more than one site may be utilized provided funds are concentrated.
>
> This will accomplish an important beginning to the task to which you gave your commitment at our spring meeting: that we all work together to install the career education concept as an operating reality for the school children of this Nation. As we in OE advance the model building centrally under Rue Harris of NCERD, each State, correspondingly, will be going forward with us. We will sustain active developmental assistance to you from Bob Worthington's office.
>
> Bob will contact you shortly to provide clear and simple guidelines for the assurances which will be necessary for disbursement of the Commissioner's half of Part C funds. We will ask that these assurances be in our hands by November 1 so that the funds can be made available to you shortly thereafter.

On September 9, 1971, Dr. Robert M. Worthington, Associate Commissioner for Adult, Vocational, and Technical Education, issued Policy Paper No. AVTE-V72-1 to the Executive Officers of all State Boards for Vocational Education and to the State Directors of Vocational Education. Policy Paper No. AVTE-V72-1, which is reproduced in its entirety on the following pages, established guidelines for the "letters of assurance" called for in Commissioner Marland's letter of September 7.

In response to Policy Paper No. AVTE-V72-1, all States and Territories submitted "letters of assurance," setting forth their plans for the establishment of career education development, testing, and demonstration programs at one or more sites. These "letters of assurance" were reviewed and processed during November and December of 1971. Grant award documents were issued to the first States early in January of 1972, and by the end of February 40 States had received their grant awards. In the cases of a few States, their initial "letters of assurance" needed certain revisions and/or additions, and it was not until March or April that their grants were awarded.

By June of 1972, 56 grant award documents had been issued and the research and development projects in career education were underway in every State and Territory of the United States. In most of the projects, the time schedule called for a "tooling up" period during the spring of 1972. During this period, project staff members would be selected and employed, career education instructional materials would be identified and assembled, and the necessary supplies and equipment would be procured. The summer of 1972 would be used for in-service training of participating teachers and counselors. Actual classroom operations would begin in September of 1972 and continue throughout the 1972-73 school year. All of the projects were designed in such a way as to emphasize careful measurement of student outcomes in relation to the techniques and procedures being utilized, and to provide for appropriate program revisions where indicated. Provisions were made in each project for an independent third-party evaluation, to assess the effectiveness of the project activities.

A perusal of the abstracts which follow will indicate the many and differing approaches which are being attempted as the staffs of these research and development projects in career education wrestle with the practical problems of moving career education concepts into "live" operational settings, under a wide variety of local conditions ranging from the Atlantic to the Pacific and from the Great Lakes to the Gulf of Mexico.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION

POLICY PAPER -- AVTE-V72-1 September 9, 1971

SENT BY: Robert M. Worthington, Associate Commissioner
Bureau of Adult, Vocational, and Technical Education

SENT TO: Executive Officers of State Boards for Vocational Education
State Directors of Vocational Education

SUBJECT: Provisions for Research and Development Programs in Vocational Education for FY 1972, under the Supplemental $9 Million Allocation from the U. S. Commissioner's Discretionary Funds.

INTRODUCTION: In his letter to the Chief State School Officers dated September 7, 1971, the U. S. Commissioner of Education announced his decision to turn over to the States a supplemental allocation of $9 million from his discretionary funds, for use in vocational research and development projects focused on the establishment of comprehensive career education model programs. The Commissioner also mentioned in his letter that the Bureau of Adult, Vocational, and Technical Education would provide the States with guidelines for the utilization of this supplemental $9 million allocation. The purpose of this Policy Paper is to set forth the guidelines to which the Commissioner referred.

The supplemental allocation of $9 million is being derived from funds appropriated under Section 131(a) of Part C of the Vocational Education Amendments of 1968 (Public Law 90-576). The Act authorizes the use of these funds for, among other things, the conduct of experimental, developmental, and pilot projects.

The Bureau of Adult, Vocational, and Technical Education will coordinate the fiscal year 1972 research and development projects implemented under the supplemental $9 million allocation. The individual projects will be administered by the State Director of Vocational Education in each State. Direct financial support will be furnished to each project through grants awarded by the U. S. Commissioner of Education.

These research and development projects are to be designed to enable each State to establish its own demonstration, testing, and development site for a career education program.

FOCUS OF PROJECTS: Each of these research and development projects will focus on establishing a meaningful, comprehensive, well-developed career education program, with a strong guidance and counseling component. It is expected that each project will involve, in addition to the guidance and counseling component, the development, testing, and demonstration of one or more of the following:

1. Prógrams designed to increase the self awareness of each student and to develop in each student favorable attitudes about the personal, social, and economic significance of work.

2. Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

3. Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

4. Programs at grade levels 10 through 14 designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

5. Programs designed to insure the placement of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

NATURE OF PROJECTS: It should be stressed that all of these research and development projects must be designed in such a way as to emphasize careful measurement of student outcomes in relation to the treatments attempted, and to provide for appropriate program revisions where indicated. The project design should include the collection of cost information on each component, so that potential transportability can be meaningfully judged. Each project should be comprehensive in nature (that is, it should cut across all educational experiences of a student at a given grade level) or the project should be an integral part of such a comprehensive program, even though the remainder of the program is being supported from different funds.

It is expected that the design and implementation of these projects will be a cooperative Federal/State/local venture. The Bureau of Adult, Vocational, and Technical Education will sustain an active and continuing program of developmental assistance, to work with the States in developing and carrying out the projects.

FINANCIAL CONSIDERATIONS: The supplemental $9 million funding for FY 1972 has been allocated on the formula basis by States. Each State's allocation is indicated on the attached table. In those States where the allocation is $100,000 or less, the entire amount is to be concentrated in a single site, in order to insure projects of sufficient impact and comprehensiveness. In those States where the allocation exceeds $100,000, consideration might be given to the utilization of more than one site, provided that the necessary impact and comprehensiveness can be maintained at each site. Since comprehensive career education projects will require substantial financial resources, consideration should be given to incorporating into the project funds from a variety of other sources, such as the Elementary

and Secondary Education Act; the Education Professions Development Act; and such sections of the Vocational Education Act as Basic Grant funds under Part B, Exemplary Program funds under Part D, Cooperative Vocational Education funds under Part G, Work Study funds under Part H; and funds from State and local sources. Each of these projects must target at least 25 percent of both the effort and the funds to the career guidance and counseling component, and at least 25 percent of the base project budget (the budget derived from the supplemental $9 million funding) must be clearly designated for career guidance and counseling purposes.

APPLICATION PROCEDURES: States wishing to utilize their portion of the supplemental $9 million allocation, as itemized on the attached table, should submit a letter of assurance to the U. S. Commissioner of Education on or before November 1, 1971. This letter of assurance should:

(a) identify the site or sites in which the work will be conducted.

(b) provide descriptive information about each site, including numbers of schools, teachers, counselors, and pupils to be involved, socioeconomic nature of the community, etc.

(c) indicate which of the components listed under "Focus of Projects" on page 1 are to be included in the project, and outline the scope of work to be undertaken under each component.

(d) describe how the R&D requirements, the cost/transportability requirement, and the requirement for comprehensiveness, as specified under "Nature of Projects" on page 2, are to be met.

(e) specify the duration of the project. (Normally this should not exceed 18 months; indicate the desired starting and ending dates.)

(f) describe the plan for a third party evaluation to assess the effectiveness of each project component, as well as to assess the overall value and success of the total project.

(g) indicate the organizational unit (such as the State Research Coordinating Unit) responsible for the administration of the project, as well as the name of the responsible individual.

(h) list the qualifications of the principal staff members who will be implementing the project.

(i) specify that the necessary fiscal control and fund accounting procedures will be maintained to insure proper disbursement of and accounting for the Federal funds allocated to the project.

(j) provide an attached budget showing projected expenditures under the broad categories of: (1) personnel costs and employee benefits, (2) travel, (3) supplies and materials, (4) communications, and (5) services such as duplication, statistical, testing, third party evaluation, and other. The budget must indicate clearly, in a separate section, the funds designated for the guidance and counseling component of the project, which funds must constitute at least 25 percent of the amount derived from the supplemental $9 million allocation. Funds from other sources which are being incorporated into the project should be itemized in separate columns in the budget. In accordance with Section 134 of Part C of Public Law 90-576, cost sharing with State and/or local funds must be provided for in each project budget.

The letter of assurance from each State should be signed by the State Director of Vocational Education and countersigned by the Executive Officer of the State Board for Vocational Education. The letter of assurance, which is to be addressed to the U. S. Commissioner of Education and submitted in ten copies, should be transmitted by each State through the appropriate Regional Office of the U. S. Office of Education.

In the Regional Office, each letter of assurance will be reviewed by the Regional AVTE Officer, the Regional Research Officer, and by at least two non-Federal experts who are members of the regional research review panel. Six copies of the letter of assurance, along with six copies of the comments of the reviewers, will then be forwarded by the Regional Office to the Bureau of Adult, Vocational, and Technical Education in the Washington, D. C. office.

Upon approval and acceptance of the letter of assurance by the Associate Commissioner of Adult, Vocational, and Technical Education, an appropriate grant document will be negotiated and awarded to the State Board for Vocational Education.

Attachment (Table I)

cc: Regional Commissioners
Regional Directors of AVTE
Regional Research Officers

TABLE I

SUPPORT FOR RESEARCH AND DEVELOPMENT PROJECTS
IN VOCATIONAL EDUCATION FOR FY 1972, UNDER THE
SUPPLEMENTAL $9 MILLION ALLOCATION FROM THE
U. S. COMMISSIONER'S DISCRETIONARY FUNDS

Allocation by States

State	Amount	State	Amount
Alabama	$197,115	Nevada	$ 15,850
Alaska	12,039	New Hampshire	31,243
Arizona	85,421	New Jersey	254,114
Arkansas	106,580	New Mexico	57,852
California	705,568	New York	591,380
Colorado	98,979	North Carolina	294,703
Connecticut	99,227	North Dakota	35,229
Delaware	20,143	Ohio	459,697
District of Columbia	23,700	Oklahoma	132,525
Florida	280,556	Oregon	94,491
Georgia	255,831	Pennsylvania	498,124
Hawaii	37,058	Rhode Island	36,583
Idaho	40,804	South Carolina	161,613
Illinois	382,790	South Dakota	35,594
Indiana	223,021	Tennessee	213,211
Iowa	128,938	Texas	578,266
Kansas	109,014	Utah	57,627
Kentucky	178,740	Vermont	20,781
Louisiana	208,042	Virginia	241,777
Maine	49,626	Washington	145,680
Maryland	151,322	West Virginia	100,304
Massachusetts	194,120	Wisconsin	186,774
Michigan	359,043	Wyoming	16,440
Minnesota	167,391	American Samoa	1,940
Mississippi	136,091	Guam	7,245
Missouri	207,297	Puerto Rico	162,778
Montana	36,439	Trust Territory	4,930
Nebraska	65,299	Virgin Islands	3,055

TOTAL $9,000,000

ABSTRACTS OF INDIVIDUAL PROJECTS

The abstracts which follow provide information about each individual project in a standardized format. The abstracts are arranged in alphabetical order by States, with the District of Columbia, Puerto Rico, the Virgin Islands, Guam, Samoa, and the Trust Territory at the end.

STATE AND PROJECT NUMBER: Alabama, V261011L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. James Bishop
State Department of Education
State Office Building
Montgomery, Alabama 36104

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $197,115

DURATION: January 13, 1972 to July 12, 1973

SITE INFORMATION:

Phenix City and Mobile County are the project sites in Alabama receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Phenix City Public School District:

Phenix City is part of the Columbus, Georgia - Alabama metropolitan area. Fort Benning Army Base plays a major role in the economy of this city of 25,281. The City's public schools enroll more than 5,900 students in grades K-12. For purposes of this project, 8 elementary schools, one middle school, one junior high school, and one senior high school have been identified as the project site. These schools include 2,471 students and 87 teachers in grades 1-5; 1,527 students, 44 teachers, and one counselor in grades 6-8; 1,115 students, 45 teachers, and two counselors in grades 9 and 10; and 863 students, 35 teachers, and one counselor in grades 11 and 12. The career education project in the Phenix City Public School District will include the following components: an elementary school, middle school, and junior high school component; a guidance and counseling component; a placement component; and an evaluation and auditing component.

Elementary-Middle-Junior High School Component: Schools at each of these levels will develop a sequential, articulated career education curriculum. Six teachers from each of the three school divisions will form a task force team to refocus the curriculum for grades 1-8 and to develop an occupational cluster curriculum for grades 7-10.

Guidance and Counseling Component: Two counselor/coordinators will be employed, one for the elementary school program and one for the middle school program. The counselors will receive extensive in-service training and will participate in the curriculum development program. During the 1972-73 school year the counselors will attempt to carry on an articulated model program of guidance and counseling for grades 1 through 10.

Placement Component: The placement coordinator will canvass potential employers for both part-time and full-time jobs; will establish a file of part-time and full-time job opportunities; and will assist in placing students leaving school in a job or an educational institution.

Evaluation and Auditing Component: A third party evaluator-auditor will assess the effectiveness of each component of the project, as well as the overall success of the project.

Mobile County Public School District:

Mobile County has a diverse economy based on oil, agriculture, forestry, and seafood industries. The County has a population of 317,303. For purposes of this project, four elementary schools, four middle schools, and two senior high schools have been identified as the project site. These schools include 2,261 students and 91 teachers at the elementary level; 5,002 students, 191 teachers, and three counselors at the junior high level; and, 2,579 students, 100 teachers, and three counselors at the senior high level. The career education project in the Mobile County Public School District will include the following components: an elementary component, a middle school component, a high school component, a guidance and counseling component, and a placement component.

Elementary Component: A committee of teachers will work during the summer to evaluate instructional materials presently in use, including commercially prepared materials, in terms of career education. The teachers will exert leadership in the implementation of the project in the 1972-73 school year.

Middle School Component: Two career guidance coordinators will be employed. Each coordinator will be assigned to two middle schools. Beginning with the opening of school, the coordinators will work full-time directly with students in groups of ten, four days a week, reserving the fifth day for work with faculty members or individual students. In order to reach more students, the counseling groups will be changed on a quarterly basis and will meet with their respective counselor one day a week.

High School Component: Existing programs will be revitalized by adding on-the-job activities for students. Faculty in-service programs will assist teachers to relate academic subjects to the world of work. In addition, one career guidance counselor will be employed to provide career exploratory experiences for ninth and tenth grade students.

Guidance and Counseling Component: Three career guidance coordinators will be employed. One will be assigned to the high schools and two will be assigned to middle schools. Each counselor will work half-time in two different schools.

Placement Component: The placement coordinator will canvass potential employers for both part-time and full-time jobs; will establish a file of part-time and full-time job opportunities; and will assist in placing students leaving school in a job or an educational institution.

All components of the project will be designed in such a way as to emphasize careful measurement of student outcomes in relation to the activities attempted and to provide for appropriate program revisions where necessary.

STATE AND PROJECT NUMBER: Alaska, V261020L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Louis D. Ridle
State Director of Vocational Education
Pouch F, Alaska Office Building
Juneau, Alaska 99801

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C $12,039

DURATION: January 6, 1972 to July 5, 1973

SITE INFORMATION:

The Alaska project is located in the Cordova Public Schools, Cordova, Alaska.

DESCRIPTION OF PROGRAM:

Cordova is an ice-free port on the Gulf of Alaska with employment in fishing and tourism. The community's population of 2,500 represents about 27% native Alaskans. High unemployment rates and low average annual incomes create a need for planned development of the area to improve economic and educational opportunities. The school system serves about 500 children grades K-12 with about 300 children and 18 teachers in the elementary school program, K-6. A number of vocational education programs have been implemented for high school students; this project will establish career awareness in the elementary curriculum to complete the career education sequence and provide information and exploratory experiences to children who will have to choose vocational preparation programs in high school.

Elementary Component: A half-time counselor will be hired to develop and implement a career awareness curriculum in the elementary schools. The counselor will work with teachers as they refocus on career education and will assist students in self evaluation through the use of aptitude, ability, interest, and awareness tests.

STATE AND PROJECT NUMBER: Arizona, V261046L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Sid Borcher
Director, Research Coordinating Unit
Division of Vocational Education
1535 West Jefferson Street
Phoenix, Arizona 85007

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $85,421

DURATION: February 21, 1972 to August 20, 1973

SITE INFORMATION:

The Mesa School System is the project site in Arizona receiving special 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. In Mesa, the Part C funds will be used in conjunction with Federally-administered research and development funds, as Mesa is one of the six school districts selected to pilot the School-Based Comprehensive Career Education Model, under NCERD's large-scale model-building effort. In addition, the district receives a substantial State grant to foster this ongoing career education project.

DESCRIPTION OF PROGRAM:

Mesa is located 20 miles east of Phoenix and six miles east of Tempe and has approximately 70,000 citizens within its boundary. The greater portion of the socio-economic spectrum is represented within the community, with very few affluent families, and approximately 15% of the families being classified as economically disadvantaged. There are far more homes in this community than would normally be warranted by the amount of industry as many persons work in Phoenix or other communities. The district enrolls 25,000 students in grades K-12. The school system has 20 elementary schools, 5 junior high schools, and 3 high schools. Mesa Community College with an enrollment of 8,500 students, is located within the community. There are 430 teachers and one counselor at the elementary level; 235 teachers and 13 counselors at the junior high level; and 199 teachers and 11 counselors at the senior high level. The component of this comprehensive career education project supported by Part C funds is that of guidance and counseling. It is summarized below:

Guidance and Counseling Component: It is the intent of the Mesa Public Schools to use these discretionary monies for the complete and comprehensive re-evaluation and re-orientation of the total guidance program so it focuses through and with Career Education as part of a total education effort. This will entail defining the expanding role of the counselors and identifying specific tasks

that dovetail into the career education program, as well as developing a means of relating resources to specific educational outcomes. This will be done through the following related activities:

a) developing a guidance and counseling program which will be a vehicle by which counselors can assume the role and complete the tasks appropriate to the career program being developed in the district. This will be accomplished through a needs assessment program and will include the development of all materials and procedures needed to help the counselors cooperate with students, parents, school and community personnel.

b) cataloging of available resources and data systems for students and educators in order to achieve guidance outcomes and develop a system of educational resources management.

c) conducting a counselor workshop involving all counselors for the equivalent of four work weeks.

STATE AND PROJECT NUMBER: Arkansas, V261030L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Grady Knight
Coordinator of Program Planning
State Division of Vocational Education
State Education Building
Little Rock, Arkansas 72201

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $106,580

DURATION: January 1, 1972 to June 30, 1973

SITE INFORMATION:

Magnolia Public Schools, Magnolia, Arkansas received the special funds under Section 131(a) to supplement present career education activities in which the district is engaged as one of the nine districts participating in the Arkansas Exemplary Project (Section 142(d); Part D).

DESCRIPTION OF PROGRAM:

Magnolia is in an area of Arkansas that is moving from an agricultural economy to an industrial and business economy. A diversified industrial base has been established to the extent that more than four times as many people are employed in that area than in the area of agriculture. The population of Magnolia is 11,100, but the Magnolia School District serves a larger geographic area with a population of about 15,000. The area has a relatively low per capita income and about one-third of the 3,300 pupils in grades K-12 are described as economically disadvantaged. About 34% of the school population is of a minority group. There are 143 teachers and 4 counselors in the school system.

This district has participated in a grades 5-12 career education program under the Arkansas Exemplary Project for almost two years. This new project will enable expansion into new areas and the strengthening of the present program to provide a fully-developed, sequential K-12 career education program.

Elementary Component: Materials will be developed for grades 1-4 and tested in the classroom, a preschool workshop will be held for all teachers at those grade levels, and the career awareness program will be implemented in all schools in September 1972. During the 1972-73 school year materials will be developed and tested for grades 5-8. These developmental efforts will be coordinated by a career coordinator, assisted by the community contact person presently working with the Exemplary Project.

Job Preparation Component: Three new cooperative education programs will be offered by expanding and refining the present general cooperative program and by initiating programs in the food service cluster and the health and medical related cluster.

Counseling and Guidance Component: Three additional counselors will be employed and provided with intensive inservice training on career options. They will carry out counseling activities at all educational levels, elementary, junior high, and senior high. The elementary counselor will provide the coordination described under the elementary component above. The junior high counselor will work with teachers in developing career units for classes and self-instructional units for the career orientation course to assist students in assessing personal characteristics and decision-making skills. The high school counselor will make a vocational survey of all 10th and 11th grade students and utilize the data secured to counsel students and encourage greater use of career counseling services.

These counselors will also work as a team to develop guidance goals and objectives for the school district for grades 1-12, utilizing the systems approach developed by the Center for Vocational and Technical Education at Ohio State University.

STATE AND PROJECT NUMBER: California, V261026L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Paul N. Peters
Chairman, Departmental Task Force
on Career Education
State Department Building
721 Capitol Mall
Sacramento, California 95814

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $705,568

DURATION: March 20, 1972 to September 19, 1973

SITE INFORMATION:

The project sites in California receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components are: Camino Union School District; Covina Valley Unified School District, K-12; Los Angeles; Monterey Peninsula Unified School District, K-14; Sacramento Unified School District, K-14; San Diego County Department of Education, K-14; San Mateo County Department of Education, K-14; and Santa Barbara City Schools, Pre-K-14.

DESCRIPTION OF PROGRAM:

Camino Union Elementary School District:

Camino Union School District is geographically located in a rural setting with limited economic opportunities. The lumber industry, forestry, and farming provide the major sources of income. The community has a population of 750; however, the area served by the school district has a population of over 2,000. The Camino Union School District has only one school and includes grades K-8. The project will include a ninth grade orientation effort. There are 23 teachers, 7 counselors, and 450 pupils. Only five percent of the students are employed in the area after they leave high school. The others remain unemployed or must seek additional education or employment outside the county.

Elementary Component: A career education coordinator will be employed to coordinate the inservice training, program development, and implementation of the program. A summer inservice workshop will be held to develop a transportable program. The format will be the implementation design for all teachers in the elementary level to be used during the entire school year of 1972-73. The intent is to implement an individualized instructional program designed to enable the learner to increase his career awareness. Elementary and Junior High teaching staffs will develop performance objectives and pre- and post-tests will be administered to track performance levels and assess effectiveness of the individual prescriptions in terms of the learner's growth and development and career awareness maturity.

Guidance and Counseling Component: In addition to hiring additional staff, a guidance team will become thoroughly familiarized with the project philosophy. The team then will deliver a sequentialized inservice program to the entire staff. Specific behavioral objectives will be generated, sequentialized, and stored in a computer data bank. Staff will learn to accomodate the pupils' vocational identities, will become sensitive to learner program relevancy; and will refine teacher-pupil communication methods.

Placement and Articulation Component: An articulation counselor will be employed and will work in cooperation with the guidance counselor, classroom teacher, and career education coordinator at Camino School District and with counselors and teachers of all departments of the El Dorado Union High School District. An extensive effort will be made during the learner's ninth grade year to insure the highest possible success in a chosen career oriented program. Work experiences will be provided for students in the ninth grade career development program. The placement center is responsible for job selection management, receiving student applications, and publicizing notices of various job opportunities within framework of the school. Students are expected to make application and to make a selection of their choice of work experience prior to the end of the eighth grade.

Covina Valley Unified School District, K-12:

The Covina Valley Unified School District (K-12) is located in Los Angeles County. Approximately 50% of the employed people are involved in professional, technical, or management positions. Another 25% are involved in clerical, secretarial and sales work; and 15% in crafts, machine operations and/or skilled labor. The total population of the area served by the district is 75,000. The mobility rate of the population is between 20 and 25% annually. The school district enrolls approximately 17,000 students in grades K-12. For the purposes of the career education project, two of the three district high schools and two of the four junior high schools will comprise the sites for concentrated implementation. These schools include 1,368 students, 61 teachers, and 2 counselors at the junior high level; and 3,856 students, 134 teachers, and 9 counselors at the high school level. The career education project in Covina Valley will include a Senior High School Component and a Guidance and Counseling Component. Each component is summarized below:

Senior High School Component: The Covina Valley project is designed to provide teachers with a curriculum development and refinement opportunity through which they will be able to redefine, revise, and relate the subject matter taught in their courses to provide for applications in a wide variety of entry-level occupations and for application to the course requirements of entry-level courses in technical and vocational education offered at the community college level. Teachers will increase the relevancy of their courses by refocusing them on career needs and interests of their

students. They will be assisted to specify additional career objectives for their courses, particularly those that will train students to relate class learnings to on-the-job applications and to their future educational and career plans. Criterion-referenced tests will be used on a pre- and post-test basis. In addition to a project co-director to head this component, a Coordinator of Assessment: Career Education will be employed to assist with the implementation, documentation, and evaluation of the project.

Guidance and Counseling Component: The project proposes to develop career centers within each of the high schools. The career centers will be an essential information source to students, teachers, and counselors. Audio-visual materials in the field of career guidance will provide a means for communicating career information to students and should significantly reduce the number of students who are unable to project realistic plans for their own career development. As part of this component, a career information task force will study the organization and equipping of successful career centers. Their purpose will be to identify types of career information and career orientation activities that have a high motivational value for students. A career center aide will be appointed to each high school with the responsibility of facilitating the use of the career center by students, counselors, and teachers. Identified students will be referred to the career center on a special-help basis. Evaluation of the effectiveness of the career center will be based on the extent to which it enables students to increase the level of their confidence in their future educational and career plans and the extent to which it enables approximately 20 to 30% of the students with high-risk plans to develop realistic strategies for achieving their career goals. A project co-director will be responsible for this component.

Los Angeles City Unified School District:

The Los Angeles Unified School District chose to establish a Part C demonstration, testing, and development site in one portion of the District, consisting of one high school, three junior high schools, and six elementary schools. The Part C components of the project, an elementary component and a guidance and counseling component, will complement and expand efforts being undertaken by the same sub-district through NCERD's large-scale model-building program in school-based career education.

Elementary Component: A week long field trip for students, parents, and staff is to be validated and incorporated into a transportable instructional unit guide. The proposed trip would cross the southeastern edge of Nevada and terminate in Los Angeles. The primary objectives of the sixth grade level unit are: to observe the occupations and job opportunities available in places other than the central area of a large metropolis; to become aware of how man's use of natural resources

can create jobs; to gain an appreciation of service type industries as opposed to manufacturing and commercial (business) type industries; to observe emphasis being placed upon recreational-type jobs and their supporting jobs; to obtain a first-hand knowledge of how a culture (Indians) other than their own creates jobs and makes a living; to observe the transportation-related jobs and the part they play in relation to other observed jobs; to appreciate the amount of desert and mountain land in the southwest and the ways in which it is being used to support human life; to observe differences in life styles of people living in small towns as compared with their own intra-city environment; and to observe directly jobs and occupational areas previously only studied in books.

Guidance and Counseling Component: Expansion of existing career guidance capabilities will focus on four major efforts relative to this project. These include the establishment of a Career Information and Resource Center within the sub-district schools, a staff development program, a student information system (computerized data base), and a counselor aide program.

Monterey Peninsula Unified School District:

The Monterey Peninsula is a cosmopolitan community with scattered, well-disguised pockets of poverty throughout its school district boundaries. It has a population of about 130,000 and the major industry is tourism and the military-related industries. For purposes of this project, 22 elementary schools, 5 junior high schools, 3 senior high schools, and one community college have been identified as the project site. These schools include 445 teachers and 10,764 students at the elementary level; 211 teachers, 15 counselors, and 4,158 students at the junior high level; 150 teachers, 12 counselors, and 3,608 students at the senior high level; and 100 teachers, 7 counselors, and 3,000 students at the Community College level. The career education project in the school district will include the following components: an elementary component, a secondary school component, a post-secondary component, and a guidance and counseling component.

Elementary Component: An individual will be employed to head this phase of the project and will work as part of the administrative team involved in putting together materials for the career guidance concept. A complete K-6 program is to be constructed and ready for implementation in 1972-73. Pre-service and in-service training for teachers will be provided with consultants being employed as necessary. Pre- and post-tests will be used to assure the effectiveness of the various materials selected.

Secondary School Component: The individual heading up the secondary school effort will be selected from a task force team (K-14) which has been established to insure articulation at all levels. Plans are to

complete the development of the career guidance seminar programs in grades 11 and 12 and to develop such a program for grades 7-10. Pre- and in-service training will be provided for teachers and counselors with consultants being employed as necessary. The objectives at this level are to increase by 10% per year the number of high school students who are enrolled in high school and junior college occupational programs; and to enhance the students' knowledge of self, general life career planning and decision making, educational planning and decision making, and career planning and decision making.

Post-Secondary Component: A task force team member will head this effort at the Community College. A workshop for teachers and counselors will be held for the purpose of introducing the entire program.

Guidance and Counseling Component: This component will focus its efforts on providing orientation to the career guidance frame of reference within which the project will operate. A secondary career guidance seminar program will be developed and implemented. Pre- and in-service programs will be conducted for teachers and counselors. A followup study designed to measure success in courses and/or careers will be further developed and carried out. All dropouts and all high school, junior college, and 4-year college graduates will be surveyed as a part of this followup study.

Sacramento City Unified School District:

Sacramento, the capitol city of California, is a center of government, finance, transportation, and communications operations. The school district serves 49,747 students in grades K-12 and 7,495 adult students. The Sacramento City College has 7,600 students enrolled. For purposes of this project, one junior high and one senior high school will be the demonstration schools. These schools include 31 teachers, 2 counselors, and 749 students at the junior high level; and 66 teachers, 4 counselors, and 1,822 students at the senior high level. The career education project in Sacramento City includes a junior high component and a senior high component.

Junior High Component: A career education counselor will be employed and a career guidance segment of the junior high curriculum will be developed. A career information center is to be established and the career counselor will arrange for field trips, success models, and exploratory work experience for students in grades 7 through 9. In-service programs will be held for the purpose of developing career development units in all areas of the curriculum.

Senior High Component: All tenth grade students will be given a battery of tests designed to measure interest, achievement, and aptitude. Students will be given increased opportunity to use the

V.I.E.W. guidance materials. Three work study students from the City College will assist the counseling staff in disseminating career information, will serve as success models, and will provide liaison with the college and the community. In-service training will be concerned with new techniques and methods in career guidance. The instructional focus of this component will be in two occupational clusters: communications and office occupations. Instructors will be given ample opportunity to prepare themselves for the new emphasis on career preparation. Exploratory or vocational work experience will be available especially in the communications cluster while the office occupations cluster will concentrate on the development of individualized learning modules. Special efforts will be made to prepare materials for the disadvantaged student.

San Diego County Department of Education:

The two school districts to be involved are La Mesa Spring Valley Elementary School District and Grossmont Union High School District. These communities have a total population of 90,000 and are primarily bedroom communities with the majority of the bread winners commuting to other areas for employment. There is no heavy industry in the area and only minor activity in agriculture. The major employers within the project area are proprietors in the shopping centers and electronic manufacturing companies. For purposes of this project, two elementary schools, one junior high school, and one senior high school have been identified as the project site. These schools include 48 teachers, one counselor, and 1,526 students at the elementary level; 28 teachers, two counselors, and 680 students at the junior high level; and 100 teachers, six counselors, and 2,824 students at the senior high level. The career education project in San Diego County will include an elementary component, a secondary component, and a guidance and counseling component.

Elementary Component: A unique feature of this project is year-round organization which will allow for students to be involved not only during the regular school year, but also during the 15-day inter-session programs following each 45-day instructional period. An uninterrupted three weeks of career development activities is a distinct asset to this project. Community involvement through visitations to business and industry will be an integral part of the elementary component. In-service orientation will focus on demonstration and instruction utilizing varied career education units, following the California Model for Career Development, K-Adult. Students will participate in career exploration in the community--involving "hands off" experiences at the elementary level and "hands-on" experiences at the junior high level--and will explore one or two career clusters through planned programs of 5 to 15 days duration during intersessions. Vocationally oriented community service opportunities, such as cross-age tutoring and participation in day care centers, will also be available to students.

Secondary Component: The career education component for grades 9-12 will involve efforts in: (1) exploratory, general, and vocational work experience; (2) staff development and orientation; and (3) student job preparation and training. The aim will be to insure placement or a planned career development pattern for students in: a job, a postsecondary occupational program, or a baccalaureate program. A well-developed Career Development Center already exists at the project site. Both a career development counselor and a career development specialist (a certificated teacher) are located here. During the 1972-73 school year, twenty teachers will conduct a carefully articulated career education course of study within their subject areas.

Guidance and Counseling Component: This component is viewed as an important and integral element of career education at each of the levels involved in the project. Guidance and counseling services will include the dissemination of current information concerning placement opportunities, application procedures, and basic requirements for entry into the next higher level of education, training, or work.

San Mateo County Board of Education:

San Mateo County lies immediately south and adjacent to the city and county of San Francisco and has a population of 550,000. For purposes of the project, three elementary schools and one junior high school, eleven high schools, and three community colleges have been identified as the project site. These schools include 22 teachers, two counselors, and 500 students at the elementary level; 14 teachers, two counselors and 400 students at the junior high level; 33 teachers, 20 counselors, and 2,100 students at the high school level; and 24 teachers, 12 counselors, and 1,800 students at the community college level. The career education project in San Mateo will include the following components: elementary, junior high, senior high, and post-secondary.

Elementary Component: The program focus of this component will be self-awareness, attitudes, and career awareness. From existing self-awareness and career awareness materials in K-6, they will develop, test, and validate five audio-visual modules in nine career areas for approximately 400 students.

Junior High Component: The program focus of this component is self-awareness, career orientation, and exploratory experiences. The pilot schools will develop, test, and validate one instructional unit beginning with the Health Occupations cluster and for each of the other 14 USOE occupational clusters for grades 7-9, leading to student goal direction setting by grade 10.

Secondary Component: Expand audio-visual self paced guidance materials for nine clusters from grades 13-14 to grades 10-12. Inservice training will be given to teachers and counselors. A community resource

directory designed to assist in the placement of students in jobs, work experience, and skill development will be modified and expanded. A management information system for career planning and placement evaluation will be adopted for use by consortium districts.

Post-Secondary Component: Health and office occupations clusters materials will be modified and/or developed for use in grades 13-14 at the community college. A Careers for Women program will be developed, tested, and validated. Eighteen modular self-paced student guidance units will be validated for use. Instructional materials related to cooperative education will be modified and expanded.

Santa Barbara City Schools, Pre-K-14:

Santa Barbara Elementary School District (Pre-K-6) serves a population of 70,000 with the Santa Barbara High School district serving a larger area and a population of 123,300. Santa Barbara County lies in the southwest portion of California. The largest number of persons reside in the South Coast portion of the County, namely the Greater Santa Barbara and Goleta Valley areas. The major basic sectors of the economy are: tourism, properties and pensions income, University of California--Santa Barbara, manufacturing/R&D, agriculture, and government. For purposes of this project, 8 schools, 487 teachers, 24 counselors, and 7,042 students have been identified as the target population. The career education project in Santa Barbara will include components at each level Pre-K-Adult. Each component is summarized below:

Pre-School and Elementary School Component: Activities and services will serve to establish a firm foundation for the entire career education program. The activities at this level are designed to promote general knowledge and positive attitudes toward various fields of work, toward the concept of work itself, toward the personal significance of work, and toward the economic and social values of work.

Junior High School Component: Activities and services at this level will be concerned with orientation and exploratory experiences concerning the world of work. Students will be oriented to career clusters, and to the families of occupations that make up each cluster. They will be furnished skill requirements, salary, interviewing techniques, grooming information, etc. Aptitude and interest tests will be administered to each child. Students will be given "hands-on" direct experiences in terms of on-the-job work experiences and/or classroom activities.

Senior High School, Community College and Adult Education Component: Services for grades 10-14 will provide for exploratory, general, and vocational work experience, cooperative education, job skill instruction,

career information and planning, and placement of students into a job or a post-secondary vocational-technical or baccalaureate program of study. Adults will be furnished the services of the career guidance center personnel who can assist each adult with self-analysis, career exploration, and career planning activities. Both job skill instruction and counseling will be furnished to adults.

STATE AND PROJECT NUMBER: Colorado, V261004L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Robert F. Barnes
Director, RCU, State Board for
Community Colleges and Occupational
Education
207 State Services Building
1525 Sherman Street
Denver, Colorado 80203

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $98,979

DURATION: January 11, 1972 to July 10, 1973

SITE INFORMATION:

The Jefferson County Public School District will be the project site in Colorado to receive special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. This project will supplement and expand the school-based career education model program entitled, "A Comprehensive Career Education Model for the Jefferson Administrative Area" being sponsored under NCERD's large-scale model-building effort.

DESCRIPTION OF PROGRAM:

The boundaries of the Jefferson County School District and those of Jefferson County are identical. The District encompasses about 785 square miles with a total population of 233,021 and a student population of 66,576 in the 1970-71 school year. Educational facilities include 64 elementary schools, one combination elementary-junior high school, 18 junior high schools, 9 high schools, a special education school for handicapped children, and an Outdoor Education Laboratory School. In addition, there are the Jefferson County Vocational-Technical School which has an enrollment of 2,003, and the Community College of Denver which has an enrollment of 3,188. This project will be directed and supervised by the administrative staff of the Red Rock Campus of the Community College of Denver in cooperation with the staff of the school-based model project in the Jefferson County Administrative Area. The career education project funded with Part C funds will include the following components: a guidance and counseling component, a performance-based curriculum component, an inservice teacher education component, and an evaluation component. Each component is summarized below:

Guidance and Counseling Component: A guidance coordinator-technician will be employed to design and implement a computerized student data informational system for grades K-14 that will augment and correlate with the guidance programs being developed by the Jefferson County Administrative Area as a part of the school-based model project. Four types of information will be stored which will

encourage better student career planning and decisionmaking; (1) general (personal) information, (2) educational information, (3) career information, and, (4) placement information.

Performance-Based Curriculum Component: The purpose of this component is to develop, test, and demonstrate a career education model for grades 10-14. Individualized continual-progress packages will be developed by organizing the occupational curriculum into segments built upon performance based behavioral objectives. Common skills will be taught in relationship to the career clusters designated by the U. S. Office of Education at grades 10-12. Specific occupational skills training will be emphasized in grades 13 and 14 at the Community College of Denver.

Inservice Teacher Education Component: The project will provide inservice training for occupational instructors and guidance personnel concerning (1) implementing the career education program K-14, (2) writing behavioral and/or performance objectives, (3) implementing an individualized continual progress instructional program, (4) preparing individualized packages, (5) assessing student performance, and (6) using a computerized student data informational system.

Evaluation Component: Supplemental funds will be available to the school-based model project in the Jefferson County Administrative Area for a third party evaluator (1) to provide assurance that the project is compatible and correlated with the Jefferson County school-based model program, (2) to assess the effectiveness of the project both by components and in tot , and (3) to ensure that components of the project can be transferred to other school districts.

STATE AND PROJECT NUMBER: Connecticut, V261036L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Saul Dulberg
Consultant in Career Education
Division of Vocational Education
P.O. Box 2219
Hartford, Connecticut 06115

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $99,227

DURATION: January 7, 1972 to July 6, 1973

SITE INFORMATION:

The Norwalk Public School District will be the project site in Connecticut to receive the grant to test and demonstrate career education.

DESCRIPTION OF PROGRAM:

Norwalk is a city with a population of 83,000, close to New York City. It serves as a home to many commuters, and is also an industrial center in itself. The city has a large minority group population, such that 22% of the Norwalk school enrollment are of either black (18%) or Spanish-speaking (4%) origin.

The school system enrolls 17,823 students, 5,226 of which will be involved in this project (1,017 elementary; 1,835 middle school; and 2,374 high school students). Program components to be implemented include elementary career awareness, middle school exploration, senior high preparation, and guidance and counseling.

Elementary Level Component: In two elementary schools a program of career awareness will be implemented under the leadership of an elementary resource teacher for career orientation. A series of videotapes will provide a study of the community and its occupations; class visits, speakers, and projects will be implemented and their effect tested. A media expert will assist the resource teacher in developing materials.

Middle School Component: A middle school resource teacher for career orientation will coordinate activities that provide career orientation and exploratory experiences in the existing unified arts program. The program will be a mixture of occupational orientation and actual hands-on work experiences in simulated occupational cluster settings. The program will be divided into two areas of exploration -- the Working Community and the Students' Place in It, and the Nature of Work. The media specialist will assist the resource teacher in developing materials.

High School Component: In early high school years students at Norwalk High School will be helped to identify occupations of interest, will pay "on-the-job" visits to the industries involved, and will participate in in-school laboratory experiences geared to simulate those occupations. In later senior high years existing work experience programs and more individualized vocational guidance will be available to them. A high school resource teacher will be employed to coordinate the program at this level.

Guidance and Counseling Component: Two additional counselors will be employed to strengthen the existing staff, one to work at the high school and one for the two middle schools. All counselors in the system, including these two, will participate in a two-week inservice education program in the summer of 1972. During the 1972-73 school year a complete and articulated model program of guidance will be carried on in grades 6-12. Activities will include: individual and group guidance and counseling; establishment of Career Materials Resource Centers; group conferences with alumni; laboratory study with structured career exploratory activities; plant tours and/or a day with the worker; simulation activities/games; full utilization of audio-visual media; supervised student research; work experience opportunities; volunteer experience opportunities; adequate testing program; and utilization of social modeling techniques. The media specialist will assist the counselors in developing materials for these activities.

STATE AND PROJECT NUMBER: Delaware, V261043L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Walter Stein
Career Education Division
State Department of Education
Dover, Delaware 19901

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $20,143

DURATION: February 22, 1972 to August 21, 1973

SITE INFORMATION:

The Caesar Rodney School District is the site in Delaware receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

The Caesar Rodney School District serves about 25,000 people in the towns of Camden, Wyoming, and Woodside and the area surrounding the Dover Air Force Base. The economy is based on the Air Base, agriculture, and distributive and service occupations. About 8,100 students are enrolled in grades K-12. For purposes of this project, one junior high school and two senior high schools have been identified as the project site. These schools include 1,030 students, 52 teachers, and 3 counselors at the junior high level; and 2,424 students, 127 teachers and 7 counselors at the senior high school level. The career education project in Caesar Rodney School District will include the following components: a self-awareness component, a career orientation and exploration component, and a placement component.

Self-Awareness Component: This component is intended to increase the self-awareness of junior high students and to assist them to develop favorable attitudes about the personal, social, and economic significance of work. Counselors will use the entire range of data to counsel students and to help them become aware of their own interests, needs and abilities.

Career Orientation and Exploration Component: This component will be carried out by a counselor-coordinator, a paraprofessional, 7 counselors, and an interdisciplinary team of 13 persons. After extensive in-service training, the entire team will carry on a complete and articulated model program of testing, guidance, counseling, career orientation, and self-awareness in grades 7-12.

Placement Component: A placement officer-program coordinator and a paraprofessional will establish a placement service in the senior high school. A current file of part-time and full-time job opportunities has been partly established and will be updated through the employer-interview technique. In June of 1972, extensive efforts will be made to insure that the highest possible percentage of students graduating from the 12th grade are placed, either in a career or in further education. A minimum two-year followup program of student placement is planned.

STATE AND PROJECT NUMBER: Florida, V261018L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Kenneth M. Eaddy
Division of Vocational, Technical, and Adult Education
Room 258, Knott Building
Tallahassee, Florida 32304

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $280,556

DURATION: January 4, 1972 to July 3, 1973

SITE INFORMATION:

Pinellas County is the site in Florida receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Pinellas County has a population of about 551,000. A majority of the labor force is engaged in trade and service occupations; although manufacturing, government, construction, and transportation are also important to the county's economy. The school district enrolls approximately 118,000 students in grades K-14. For purposes of this project, four elementary schools, two junior high schools, two senior high schools, and two postsecondary schools have been identified as the project site. These schools include 2,008 students, 81 teachers, and four counselors at the elementary level; 1,649 students, 99 teachers, and 6 counselors at the junior high level; 2,239 students, 109 teachers, and 5 counselors at the senior high level; and 1,450 students, 95 teachers, and 7 counselors at the postsecondary level. The career education project will include the following components: an elementary component, a junior high component, a secondary and postsecondary school component, and an inservice training component. Each component is summarized below:

Elementary Component: An individual will be employed to develop and coordinate the entire elementary school component. A committee of outstanding teachers will be selected from each grade level, 1 through 6, to work with the other teachers in exploring potential revisions of existing elementary curricula in order to refocus them around a career development theme. Teachers will participate in a pre-school workshop which will introduce them to the overall program and to specific techniques and materials for each grade level. Pre- and post-tests will be used to determine the effectiveness of various treatments in terms of student outcomes.

Junior High School Component: Previously developed curricula will provide realistic career orientation and exploratory experiences for junior high school youth. All students in grades 7-8 will be

rotated through 15 clusters of occupations on a planned schedule. Students in grade 9 will select two occupational clusters for indepth exploration. This will provide the background for a more realistic choice of vocational courses in senior high school; and, if a student leaves school, some basic employability and job skills.

Secondary and Postsecondary School Component: Two secondary and two postsecondary institutions will participate in the project by continuing the highly realistic programs previously developed to prepare students for successful entry and advancement into occupations for which they have been trained. Courses and programs in these schools will become more meaningful as greater emphasis is placed upon methodology and techniques for increasing joint school and industry working arrangements.

Guidance and Counseling Component: During July and August of 1972, all counselors will participate in a training program which will include career development theory and instructional techniques. During the school year, 1972-73, a sufficient number of counselors will be placed in participating schools to provide a ratio of one counselor to every 300 students. The counseling program will include; (1) program goals of participating schools, (2) concepts presently associated with evaluation and processes of change, and, (3) guidance criteria in terms of student behavioral objectives.

Placement Component: As an extension to the guidance and counseling component, a placement service will be coordinated through two participating senior high schools. Two guidance specialists and two information specialists will staff the placement component. The staff will work cooperatively with the counselors, vocational education teachers, the employment security agency, and other government agencies. During January to June 1972, surveys will be conducted of potential employers of students and a current file of part-time and full-time job opportunities will be established and maintained. In June 1972, placement service personnel will make extensive efforts to assure that students who leave the career development program are placed in a job or in further education programs.

Inservice Training Component: During the summer of 1972 an inservice program will be conducted for junior and senior high school teachers, administrators, and supportive staff in participating schools to orient them to the broad goals of a comprehensive program for career education. They will also be oriented to the selection of learning experiences, organizationsl structure, and evaluation processes necessary for successful participation in the program.

STATE AND PROJECT NUMBER: Georgia, V261008L

STATE-LEVEL PROJECT ADMINISTRATOR; Dr. Gene Bottoms
Associate State Director of
Vocational Education
Department of Instruction
State Office building
Atlanta, Georgia 30334

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $255,831

DURATION: January 10, 1972 to June 30, 1973

SITE INFORMATION:

The City of Atlanta and the Counties of Crisp and Liberty are the project sites in Georgia receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. In Atlanta, the Part C funds will be used in conjunction with a school-based career education model program, being sponsored under NCERD's large-scale model-building effort.

DESCRIPTION OF PROGRAM:

Atlanta City Public School District:

Atlanta is an industrial city with a diverse economy. It has a school population of approximately 107,609 pupils. For purposes of this project, eight senior high schools have been identified as the project site. These schools include 7,742 students, 593 teachers, and 26 counselors. The career education project will include a job placement component. This component is summarized below:

Job Placement Component: A model job placement service will be developed as a complement to the school-based Comprehensive Career Education Model program. Counselors will assist students in finding placement in college or in other educational experiences after high school and in finding placement in jobs. Followup studies of former students at one and five year intervals will also be conducted.

Crisp County Public School District:

Crisp County is a farming and industrial county with a population of about 18,000. The school system enrolls about 5,000 students in grades K-12. For purposes of this project, one elementary school,

two middle schools, one junior high school, and one senior high school have been identified as the project site. These schools include 698 students and 29 teachers at the elementary school level; 1,551 students, 61 teachers, and one counselor at the middle school level; 447 students, 20 teachers, and one counselor at the junior high level; and 992 students, 46 teachers, and 2 counselors at the senior high level.

Liberty County Public School District:

Liberty County is a rural county of 18,000 whose major source of income is forestry. The school system enrolls about 3,622 students in grades 1-12. For purposes of this project, four elementary schools (1-8) and two senior high schools (9-12) have been identified as the project site. These schools include 2,422 students and 90 teachers in grades 1-8 and 1,200 students, 57 teachers, and 2 counselors in grades 9-12.

The career education project in both Crisp and Liberty Counties will include the following components; career self-awareness component, elementary career awareness component, junior high career orientation and exploration component, secondary job preparation component, guidance and counseling component, interlocking component, and a placement component.

Career Self-Awareness Component: The objectives of this component will be (1) to assist the students at all grade levels in clarifying, defining, and describing themselves in terms of careers and career oriented activities; (2) to assist students in grades 7 through 12 to become knowledgeable of career opportunities; (3) to assist students in grades 7 through 12 to see a relationship between school subjects and the world of work; and (4) to assist students at all grade levels to understand the personal, social, and economic significance of work. This component will be accomplished through the development and integration of units in which career awareness concepts are fused into the different subject matter areas.

Elementary Career Awareness Component: Units in which career awareness concepts and activities are fused into subject areas will be developed. At the elementary level the integrating units will include the several subject matter disciplines. A hands-on approach will be used and the fifteen cluster areas prepared by the U. S. Office of Education will be explored.

Junior High Career Orientation and Exploration Component: Students will be assisted to make a tentative choice of broad occupational areas or of several clusters for further exploration and for the acquisition of employability skills. This component will be implemented through a three year curriculum. First year students

will receive orientation in several occupational categories. During the second year, students could elect to explore several occupational families by enrolling in mini-prevocational exploratory courses six to nine weeks in length. In the third year, students would be encouraged to select a single occupational family for indepth hands-on exploration and training.

Secondary Job Preparation Component: In this component, students will be prepared for an entry level job or for further education through enrollment in one of several vocational clusters for increasing periods of time. Students undecided about a career objective would be able to rotate from one vocational cluster to another, while those with a tentative career choice could pursue entry level job skills and/or prepare for further education.

Guidance and Counseling Component: Students would be assisted to master those career development tasks other than those that pertain to the acquisition of an entry level job skill. This includes education and career decision making, education and career planning, education and career placement, follow through and adjustment.

Interlocking Component: Through this component students will see a need and reason for acquiring academic skills in order to reach their career goals. Students will also acquire basic academic skills through direct application of these skills in concrete, career oriented activities. To accomplish this, a horizontal curriculum structure will be developed through the use of a team of math, science, English, social science, and exploratory or preparatory cluster teachers.

Placement Component: The Georgia State Guide for Job Placement and the Ohio Guide entitled, Procedures for Developing a Job Placement and Student Followup Program in Vocational Education will formulate the basis for the procedures to be carried out in job placement activities at the project sites.

STATE AND PROJECT NUMBER: Hawaii, V261045L

STATE-LEVEL PROJECT ADMINISTRATOR: Mrs. Emiko Kudo
Administrator, Vocational-Technical
Education Section
2327 Dole Street
Honolulu, Hawaii 96822

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $37,058

DURATION: February 16, 1972 to February 15, 1973

SITE INFORMATION:

Hawaii is the only State where public education is administered on a Statewide basis by one Board of Education. Hawaii's Department of Education is among the twelve largest school systems in the United States. Its schools serve 180,770 students in grades K-12. Hawaii's economy is based on tourism, services (government, financial, personal), construction, agriculture, diversified manufacturing and a budding research and development industry in science. It has experienced a phenomenal economic and population growth over more than two decades. The activities of the Part C career education project will be localized at the University of Hawaii with field testing of the curriculum prototypes being conducted at Kealakekua, Waianae, and Honolulu, Hawaii.

Kealakekua:

Kealakekua is located on the western shores of the Island of Hawaii. The present population of the Kona community which the school serves is about 15,000 and has two major sources of income: tourism and agriculture. With the boom in tourism, has come construction--a major source of income and employment. Konawaena High School has an enrollment of 1,231 in grades 7-12 and has three counselors.

Waianae:

Waianae is a semi-rural town, approximately 30 miles from Honolulu, Island of Oahu. It has qualified as a Model Neighborhood area. Its problems are accelerated by physical isolation as well as economic deprivation. The approximate population of Waianae is 24,000. Job opportunities are few with most of the residents forced to travel great distance for employment. Waianae High School is a four-year high school with an enrollment of 1,500. There are six full-time counselors and 56 teachers.

Honolulu:

Jarrett Intermediate School, Liliuokalani Elementary School, Central Intermediate School and Kauluwela Schools are all located in the Honolulu School District. The area is characterized by a wide diversity of socio-economic factors. These schools serve approximately 2,835 students.

DESCRIPTION OF PROGRAM:

The career education project in Hawaii will include the following components:

Primary (K-3) and elementary (4-6) -- The key concepts and activities at this level are: developmental nature of career guidance, self-discovery and developing self concepts; provision for role models to provide children with a better focus for self-evaluation and comparison, development of wholesome attitudes toward the world of work, understanding of the interrelationship, dependence and support of various workers, and the interrelationship of the world of education to the world of work, to the community and the nation.

Intermediate (7-9) -- Three specific tasks come into focus with this component: 1) make explicit demonstration to the student of the relationship between what he does in school now and what will happen to him vocationally and personally in the future, 2) exploration of the world of work to provide him with the skills to explore occupations and some conception of their breadth, 3) instruction in kinds of behavior that may be employed to foster development in decision-making skills and positive attitudes, and 4) helping the pupil to make and execute long-range plans for his schooling.

High School -- A variety of techniques are used to implement the high school component including formal instruction, field trips, group conferences, career conferences, role playing, displays, audio-visual procedures, work experiences, educational-career games, discussions and debates. Cluster and specific occupational skills training are provided to students at this level.

STATE AND PROJECT NUMBER: Idaho, V261022L

STATE-LEVEL PROJECT ADMINISTRATOR: Mrs. Janet Latham
Supervisor, Home Economics/Exemplary
State Board for Vocational Education
518 Front Street
Boise, Idaho 83702

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $40,804

DURATION: January 7, 1972 to July 6, 1973

SITE INFORMATION:

The Boise, Idaho, Independent School District will establish a comprehensive career education program in grades 1-6, with a strong guidance and counseling component.

DESCRIPTION OF PROGRAM:

Boise is the capital city of Idaho and the major metropolitan area. The school district serves 11,382 elementary children and 11,270 junior and senior high students. For the purposes of this project one school--Garfield Elementary--will serve as the project site with one class at each grade level receiving career awareness and three classes at each grade level being used as control groups. In Garfield Elementary, there are 698 children, 27 teachers, and one part-time counselor.

Elementary Component: A career development counselor and a research and development specialist will be employed to coordinate the program. A committee comprised of teachers, patrons, curriculum specialists, and the coordinator will develop a written plan to refocus elementary subjects around the theme of career awareness. A minimum of 20 teachers and counselors will participate in a summer workshop on elementary career exploration.

The students in the six experimental groups will receive pre- and post-tests in career awareness. The control groups will receive post-testing.

Guidance and Counseling Component: The career development coordinator will be responsible for counseling activities in Garfield. All nine counselors in the Boise school system will receive inservice education through a two-week summer workshop to enable the impact of the project to spread to other schools. In Garfield an articulated and complete guidance program will be offered, including the development of a Career Resource Information Bank.

STATE AND PROJECT NUMBER: Illinois, V261034L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Ronald D. McCage,
Coordinator, Research and Development
Vocational and Technical
Education Division
1035 Outer Park Drive
Springfield, Illinois 62706

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $382,790

DURATION: March 1, 1972 to August 31, 1973

SITE INFORMATION:

The three sites in Illinois receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components are Southern Illinois University for operation in the cities of Alton and Mascoutah; Northern Illinois University for operation in the University Laboratory School; and Peoria District No. 150.

DESCRIPTION OF PROGRAM:

Southern Illinois University:

The Career Development for Children project works in close cooperation with Alton and Mascoutah School Districts in preparing curriculum materials and in field testing. Alton is located near the fringe areas of St. Louis and is a medium-size community. It is definitely influenced by its closeness to St. Louis, Missouri in terms of its special, economic, and cultural environments. For the purposes of this project, eight elementary schools have been identified including eight teachers and 200 students in grades one and two. Four junior high schools having 30 teachers, five counselors, and 1,000 students have also been identified. Once field testing is completed the project will be implemented in all K-8 schools in the school system. Mascoutah is basically an agricultural community, yet moving toward more industrialization. It is expected that 135 teachers and 2,878 students will be involved in the field testing.

K-8 Elementary-Junior High Component: The total effort is to develop a comprehensive program utilizing all available resources. The curriculum model is designed to cut across all subject areas and educational experiences as well as being an integral part of the total educational process. During the summer of 1972, a series of short-term teacher education workshops will be offered on the Southern Illinois University campus. The approach to implementation is predominantly via the teacher through regular classroom instruction.

Guidance and Counseling Component: Guidance and counseling are prevalent throughout the project. Specific staff are assigned to work directly with counselors in implementing Career Development for Children Project materials.

Northern Illinois University:

The project is located on the campus of Northern Illinois University with the University Laboratory School being the primary field testing site. Other field testing sites involve ten school systems having 23 schools participating and involving over 212 teachers and at least ten counselors. Northern Illinois University and the University Laboratory School are in the community of DeKalb, a growing metropolitan area in a state of transition from an agricultural economy to that of industry. One of the biggest booms has been in the construction business.

Elementary Component: Career development activities will be provided for children within their regular instructional program. Objectives include developing a model program with necessary materials for implementation, testing of the model, producing materials and consultant talent for inservice meetings, and influencing professionals in elementary education so that a healthy self-image of the child can be developed through direct and frequent study of the World of Work. The overall goal is a system of curriculum content, curriculum development, inservice education, and teacher education.

Guidance and Counseling Component: Three members of the project staff are guidance and counseling majors. They act as resource personnel at the field testing sites. Two doctoral dissertations are being completed by project assistants in the area of elementary group guidance and counseling and are scheduled for completion in June 1972. These will be used to identify project direction during the 1972-73 school year.

Peoria District No. 150:

Peoria has a population of 350,000. The valley section of the city is composed of industrial zones and high-density, low income residential areas. Peoria is among the top 65 industrial markets in the country and as such provides many opportunities for employment in widely diversified fields. District 150 enrolls about 25,000 pupils in grades K-12. For the purposes of this project, four secondary schools (9-12) have been identified as the project site. These schools include 397 teachers, 66 counselors, and 7,504 students. The school district presently has a grant to fund an elementary career education program, so the Part C funds are to be used at the secondary level.

Secondary Component: The secondary component is designed to provide training in occupational clusters leading to an entry-level skill, providing background for advanced training, and providing preparation needed for advanced postsecondary training in a baccalaureate program. Facilities will be adapted as needed to accommodate a sequential career education program in a variety of occupational clusters. Each cluster will be flexibly designed so that students can easily move between clusters.

Guidance and Counseling Component; Career counseling and guidance services will be established to assist students in understanding the range of career opportunities and in selecting a career cluster at the 11th and 12th grade level. Required courses will be kept minimal to permit and encourage movement horizontally between job clusters. The goal is to establish one career guidance person and three paraprofessionals for each 300 students.

Placement Component: Plans call for a placement service for all students leaving school. An extensive followup on all students leaving school (graduates/dropouts) will be maintained for use in making program revisions. The program advisory board, former students, and State and Regional consultants will be used for reviewing placement information and making recommendations for necessary program alterations.

STATE AND PROJECT NUMBER: Indiana, V261042L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Jerry Keiser, State Coordinator
Career Exploration and Guidance
Department of Public Instruction
Division of Vocational Education
1012 State Office Building
Indianapolis, Indiana 46204

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $223,021

DURATION: February 14, 1972 to August 15, 1973

SITE INFORMATION:

Elkhart Community Schools and the New Albany Floyd County Consolidated School Corporation are the project sites in Indiana receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Elkhart Community Schools:

Elkhart is a small city with a population of 44,000 of which 5% is made up of minority groups. The city's economy is based primarily on the manufacture of mobile homes, musical instruments, and other durable goods. For the purposes of the career education project, a complex of four schools has been identified as the project site. These schools include two elementary, one junior high and one senior high school with a total of 150 teachers, eight counselors, and 3,441 students.

New Albany Floyd County Consolidated Schools:

New Albany has a population of 38,400 with 4% of the population representing minority groups. The city's economy is diversified and includes a variety of types of manufacturing influenced by the economy of Louisville, Kentucky. This school district enrolls about 12,300 pupils in grades K-12. For purposes of the career education project, a complex of four schools has been identified as the project site. These schools include two elementary, one junior high, and one senior high with a total of 157 teachers, six counselors, and 3,902 students.

The career education project in both sites will include the following components: school component, guidance and counseling component, and a placement component. Each component is summarized below:

School Component: Realizing the need for a comprehensive career education program, both corporations plan to follow guidelines set forth in the career education model that has been developed by the Division of Vocational Education, Department of Public Instruction. A career education coordinator will be employed in each district to coordinate the entire effort at each level. Career education experiences will be presented in a variety of ways. An associate faculty, composed of practitioners representative of specific jobs within the career clusters, will be organized to aid in implementing the program. Advisory groups will also assist in this effort. Both the Indiana Career Resource Center and the Career Guidance Center will design meaningful materials to be used in each district. Inservice workshops will be held in both districts prior to the 1972-73 school year.

Guidance and Counseling Component: During the school year of 1972-73, the 14 counselors mentioned will spend considerable time assisting in this model program under the direction of the two local coordinators. The program will define guidance criteria in terms of student behavioral objectives. Learning activities and resource materials will be developed by the project coordinator and counselors in each area. One of the most effective ways of introducing guidance materials is through the use of multi-media. Kits to provide alternative methods for gaining career information will also be developed. Counselors will be spending the bulk of their time in career counseling.

Placement Component: Each of the systems is considering the hiring of a full-time person to handle placement. This person will be working out of the area vocational school. This individual will be in constant touch with industry to determine their needs and relate this information to the schools. In addition to keeping industry informed about the graduates being turned out, channels of communications are open at all times so that training programs are kept current.

STATE AND PROJECT NUMBER: Iowa, V261023L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Kenneth M. Wold
Chief, Planning and Support Services
Career Education Division
Department of Public Instruction
State Office Building
Des Moines, Iowa 50319

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $128,938

DURATION: February 4, 1972 to February 3, 1973

SITE INFORMATION:

Mason City and a group of six local school districts (Davenport, South Winneshiek, Humboldt, Marshalltown, Carroll and Sheldon) are the project sites in Iowa receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. The activities in Mason City will constitute a separate and self-contained project. The activities in the group of six local school districts will be conducted as a single project, designated as the "Multiple Secondary School District Project," with coordination and technical assistance provided by Iowa State University.

DESCRIPTION OF PROGRAM:

Mason City Project:

Mason City is located in an agricultural area. It has a population of 32,000 persons. The Mason City Public School District enrolls approximately 7,210 pupils in grades K-12. The Northern Iowa Area Community College, located in Mason City, enrolls approximately 1,562 students. For purposes of this project, 11 elementary schools, 3 junior high schools, 1 senior high school, and the community college have been identified as the project site. These schools include 3,773 students, 174 teachers, and 4 counselors at the elementary level; 1,767 students, 122 teachers, and 6 counselors at the junior high level; 1,670 students, 114 teachers, and 6 counselors at the senior high level; and 1,562 students, 100 teachers, and 6 counselors at the community college. The career education project in the Mason City Public School District will include the following components: staff inservice component, guidance and counseling component, community resources component, information services component, and a student career exploration component.

Staff Inservice Training Component: A two-week workshop will be held for curriculum writing, for the purpose of integrating career development concepts throughout the school curriculum at all grade levels, K-14.

Value clarification workshops will be held for teachers to enable them to become more understanding and accepting of the values and needs of our children and youth. These inservice activities will be offered

to staff members at all levels, but emphasis will be placed upon the high school and community college levels.

Counseling and Guidance Component: A new program of group work at the high school level will be instituted. The evaluation of this program will be based on a research model utilizing a control group and an experimental group. The experimental group will be composed of those students who are actively involved in the group process. The control group will include those students who are not involved in the group process.

The entire pupil personnel staff, including student personnel workers, school counselors, school psychologists, and a social worker will engage in a three-day motivation achievement seminar. This effort will focus on identifying special strengths, clarification of values, and conflict management, and will provide specific in-service training for group work with students.

Community Resources Component: Project personnel will work toward establishing and maintaining effective working relationships between the schools and the world of work in the Mason City community. A community resource worker will provide leadership in this area. The community resource worker will work in cooperation with the Mason City School District, North Iowa Area Community College, the Division of Rehabilitation Education and Services, and the Employment Security Agency to bring students into contact with the opportunities which exist for them. He will organize efforts to insure that the highest possible percentage of students leaving school are placed, either in a job or in further education.

Information Services Component: A center for collecting and storing occupational information will be established and maintained through the cooperation of project personnel and the school system's Department of Educational Technology. Efficient processes for collecting, storing, retrieving and disseminating information will be developed. Students and faculty members will be made aware of the information available.

Student Career Exploration Component: Summer school courses will be offered for junior and senior high school and community college students, with activities designed to place students in direct contact with workers at the job site.

Multiple School District Project:

The 6 school districts participating in this project include both rural and urban communities. For purposes of this project,

6 senior high schools have been identified as the project site. These schools include 10,100 students, 429 teachers, and 25 counselors. The career education project in these six school districts will include a secondary school component and a guidance and counseling component.

Career education activities have been underway in the six local school districts since the spring of 1971, when the Iowa State University initiated a project for grades K-8 called, "Models for Precareer Education in Iowa" with State-administered Part D funds. The Precareer Education project emphasizes student self-awareness, self-concept, and orientation to the world of work in grades K-3, information about and further orientation to the world of work in grades 4 to 6, and "hands-on" activities in grades 7 and 8. Career education activities will be added in grades 9-12 with the supplemental Part C funds.

Secondary School Component: This component is designed to (1) provide job preparation in a wide variety of occupational areas, and (2) provide students an opportunity to continue their exploration of the world of work.

Guidance and Counseling Component: Guidance counselors will work with teachers in assessing student interests and abilities and helping students. Careful consideration will be given by each counselor to implementing the concepts of self-awareness in relation to the world of work. The general orientation of the guidance effort in each school will be that of placing youngsters leaving the school in a job, in a postsecondary occupational program, or in a baccalaureate program.

STATE AND PROJECT NUMBER: Kansas, V261010L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Wilbur Rawson, State Supervisor
Exemplary and Special Needs Programs
Division of Vocational Education
State Department of Education
120 East Tenth
Topeka, Kansas 66612

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $109,014

DURATION: February 9, 1972 to August 10, 1973

SITE INFORMATION:

Fourteen unified school districts located in 6 counties in northwestern Kansas are the project sites in this State which are receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. All of the 14 schools are part of the Unified School Association for Vocational Education, (USA-VE). The Association is centered at Hill City, Kansas. Part C funds will be used in the 14 unified school districts in conjunction with on-going vocational education programs at the junior high school and senior high school levels under a project funded by the Kansas State Board of Education and the Division of Vocational Education.

DESCRIPTION OF PROGRAM:

Fourteen Unified School Districts:

The 14 unified school districts are located in a predominantly rural area where 37 percent of the employed labor force derive their income from farming. Schools participating in this project enroll 5,861 students in grades K-8 and employ 376 teachers at this grade level. In grades 9 to 12, the schools enroll 3,668 students and employ 291 teachers and 14 counselors. The career education project in the 14 unified school districts will include the following components: an elementary school component, an occupational exploration component, a guidance and counseling component, and a placement component. Each component is summarized below:

Elementary School Component: The career education activities for grades K-6 will become a part of a total K-12 program for these rural schools. Career education activities at the elementary level will include intensive occupational orientation activities, use of a resource center for career information, and use of lay advisory committees.

Occupational Exploration Component: Exploratory activities will be of the cluster type which permit students to investigate certain occupational areas each year. Mobile units or "activity centers" will be used at the middle school level to provide certain laboratory experiences with equipment not previously available in these smaller schools.

Comprehensive cooperative vocational training programs will be developed for the upper secondary grades. Coordinators will be used in cooperation with more than one school to implement and operate the comprehensive programs.

Guidance and Counseling Component: An intensive program in guidance and counseling will be developed throughout the program with special emphasis on inservice training for personnel and use of mobile units to bring services to schools not now served by vocational counselors.

Placement Component: A placement service will be established to insure the successful placement of students in permanent or part-time jobs or in further study.

STATE AND PROJECT NUMBER: Kentucky, V261017L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Floyd McKinney
Associate Director of Vocational Education, Capitol Plaza Tower
State Department of Education
Frankfort, Kentucky 40601

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $178,740

DURATION: January 3, 1972 to June 30, 1973

SITE INFORMATION:

The Green River Region, or Vocational Education Region No. 3, is the project site in Kentucky receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. This region includes the counties of Daviess, Hancock, Henderson, McLean, Ohio, Union, and Webster.

DESCRIPTION OF PROGRAM:

Green River Region: The Green River area has a diversified economy of agricultural, manufacturing, distributive, and service occupations. The area has a population of 179,613 persons. It enrolls more than 40,000 students in grades 1-14. For purposes of this project, 65 elementary schools, 8 junior high schools, 13 senior high schools, 4 post-secondary area vocational schools, and 1 community college have been identified as the project site. These schools include 22,476 students, 807 teachers, and 11 counselors at the elementary level; 5,971 students, 237 teachers, and 11 counselors at the junior high level; 10,464 students, 386 teachers, and 18 counselors at the senior high level; and 883 students 104 teachers, and 3 counselors at post-secondary level. The career education project in the Green River Region will include the following components: awareness; career orientation, exploration, and special occupational preparation; occupational choice; specific occupational preparation; and guidance and counseling.

Awareness Component: Programs will be designed to increase the self-awareness of each student and to develop in each student favorable understandings and attitudes about the personal, social and economic significance of work.

Career Orientation, Exploration, and Special Occupational Preparation: Through this component, students in grades 7 through 10 will be provided occupational information and vocational guidance services which will introduce them to the economic system. Students will be given occupational information and exploratory experiences which will enable them to make sound career choices that will lead them to more specialized career preparation programs.

Occupational Choice; A local manpower needs assessment will be made to determine the kinds of programs, services, and activities which should be offered at the secondary level. In the 11th and 12th grades, programs will be developed into special occupational areas or clusters with the intention of having the students first relate to the broad occupational area and then gradually develop an interest in a more specific job category.

Specific Occupational Preparation: Through the area vocational schools, the community college, and the three vocational extension centers, a comprehensive vocational and technical program for all postsecondary students will be developed.

Guidance and Counseling Component: Students as all grade levels will benefit from guidance and counseling services. Activities in this component will include individual assessment, group guidance, recruitment, placement, and followup.

STATE AND PROJECT NUMBER; Louisiana, Y261029L

STATE-LEVEL PROJECT ADMINISTRATOR; Mr. John E. O'Dowd, Jr.
Assistant Superintendent
Career Education
State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $208,042

DURATION: January 1, 1972 to June 30, 1973

SITE INFORMATION:

Calcasieu Parish School Board, in Lake Charles, and Lafayette Parish School Board, in Lafayette, are the two sites in Louisiana receiving special 1972 funds to develop and demonstrate career education components. Each district will receive half the funds allotted to Louisiana.

DESCRIPTION OF PROGRAM:

Calcasieu Parish School Board:

Calcasieu Parish is located in the Southwestern section of the State and has a population in excess of 150,000. The Lake Charles area is the center of the third largest industrial complex in Louisiana. The economy of the city is diversified and includes a variety of types of manufacturing as well as distribution and service occupations. McNeese State University is a part of the educational community of Lake Charles and will cooperate with the Calcasieu Parish Schools in conducting the project.

Calcasieu Parish Schools enroll about 40,000 students in grades K-12. The project will be conducted in 5 schools enrolling 2,904 students in the Lake Charles area. These schools include one at the elementary level with 361 students and 17 teachers; three at the junior high level with a total of 1438 students and 74 teachers; and one at the senior high level with 1,105 students, 58 teachers, and 4 counselors.

Elementary Component: A graduate fellow made available through contract with McNeese State University will initiate and coordinate the elementary school program. A committee of teachers from all grade levels will revise the present curriculum. A one-week summer workshop will provide orientation to career education for all elementary teachers.

Junior High Component; Three graduate fellows will supplement the work of the two present counselors. Extensive inservice education of these staff members will include six hours work per month for 15 months in a vocational guidance workshop. During the school year of 1972-73, the counselors and graduate fellows will carry on a complete and articulated model program of guidance and counseling at the junior high level.

Senior High Component: Activities will be similar to the junior high level, with one graduate fellow assigned to supplement the work of the two existing counselors. These staff will also participate in the inservice training.

Placement Component: A placement officer will be secured to work in cooperation with the guidance counselors, graduate fellows, teachers, and Employment Security. The placement service will assist students graduating from high school as well as those who wish to drop out to secure full-time or part-time jobs. The service will provide the school district's curriculum committee with recommendations for needed revisions and improvements in the ongoing educational program.

Lafayette Parish School Board:

Lafayette Parish is an agricultural parish with the oil industry as a major industry. Minority groups compose about 25% of the population. Lafayette has a substantial proportion of middle income families; and, about 15% of the families have incomes below the poverty level. The city's economy is diversified, and includes a variety of petroleum industries, as well as distribution and service occupations.

The local school district enrolls about 28,600 pupils in grades K-12. For the purposes of this project 3,598 elementary-middle school students and 1,349 senior high students will be involved in the program. Six schools will participate.

Elementary Component: The project coordinator and a committee composed of elementary teachers and counselors will revise the existing elementary school curriculum to incorporate career awareness. A summer workshop will provide inservice education to selected teachers and counselors. During the 1972-73 school year the career education program will be operated in the four schools involved at this level.

Guidance and Counseling Component: An additional counselor will be employed to support the program at the vocational center. Selected middle school teachers and all counselors will receive inservice education. During the school year a complete and articulated model of guidance and counseling will be carried on for students in grades 7-9.

Placement Component: The project coordinator and the project counselor will work with the placement service to meet the needs of as many students as possible. The service will provide the school district's curriculum committee with recommendations for needed revisions and improvements in the ongoing educational program based on placement experience.

STATE AND PROJECT NUMBER: Maine, Y261040L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Charles W. Ryan
Director, Research Coordinating Unit
State Department of Education
Augusta, Maine 04330

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $49,626

DURATION: January 24, 1972 to July 23, 1973

SITE INFORMATION:

School Administrative District No. 9, Farmington, Maine, will implement a K-12 career education program throughout the district, utilizing FY 1972 funds under Section 131(a) of Part C.

DESCRIPTION OF PROGRAM:

Farmington is in a rural area remote from large urban metropolitan centers. Nine towns are served in the Farmington School District. The total population of the area is 12,367, with about 30% of the residents earning less than $3,000 per year. Many residents, because Farmington is a rural area, commute to other towns for employment. Agriculture, paper, shoe industries, lumbering, and plastics industries are the major industries. There are 9 elementary schools with 83 teachers and 1,825 students; 1 junior high school with 29 teachers, 1 counselor, and 775 students; and 1 senior high school with 55 teachers, 3 counselors, and 676 students.

Elementary Component: The project will implement a comprehensive career awareness program, including an elementary career guidance program, for grades K-6. Two elementary school counselors will be added to coordinate the program and provide inservice training to teachers. An inservice workshop will be held in September 1972, for all teachers in the nine elementary schools. A sequential program of career development activities will be conducted in the elementary schools.

Junior High Component: The present junior high counselor in cooperation with a faculty committee will develop and implement a career exploration and guidance program at this level. A two-week workshop in the spring of 1972 will be held for the committee to develop and organize the program. All teachers will participate in a pre-school workshop in the fall of 1972 to prepare for implementation of career development procedures. Career development activities will be integrated into ongoing course offerings, group guidance will be highlighted, and the involvement of community resources and parents will be secured.

Senior High Component: At the senior high level the program's aim is to funnel the interest to a narrower area than in the early years. It will promote an exploratory process through orientation and personal encounter and develop self-awareness and decision-making skills in the student. Group guidance and work experience will be primary activities and teachers will be involved in planning committees, evaluation activities, the development of educational objectives, and placement activities. Periodic followup will be conducted to determine program effectiveness and to update the program where needed.

Guidance and Counseling Component: The four present counselors have already provided a variety of services including career development. The junior high counselor has met with seventh graders in group sessions to discuss career goals. A transmittal career development seminar is planned for ninth graders and will use high school students as resource people. The senior high guidance staff is developing a Career Resource Library for retrieval and use of local occupational data. The guidance program under this project will involve group guidance sessions, school-industry career seminars, on-site visits to business and industry for all students, work study and work experience for career exploration, establishment of a liaison committee with business, industry, and educational personnel to review and recommend curriculum modifications, provision of career information through simulation games, microfiche materials, and selected government and commercial materials, a job placement service, and implementation of a vocational aptitude assessment program.

STATE AND PROJECT NUMBER: Maryland, V261049L

STATE-LEVEL PROJECT ADMINISTRATOR: Mrs. Nancy Pinson, Specialist
Pre-Vocational and Career Education
State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $151,322

DURATION: February 17, 1972 to August 16, 1973

SITE INFORMATION:

Washington County is the project site in Maryland receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Washington County has a diversified economy which includes a variety of manufacturing, distributive, and service occupations. High unemployment, uncertain business conditions, and declining natural resources are having a negative effect on the County's economy. The County has a population of approximately 104,000 people. Its schools enroll about 24,000 students in grades K-12.

For purposes of this project, four elementary schools, eight junior high schools, and two senior high schools have been identified as the project site. These schools include 1,898 students and 77 teachers at the elementary level; 4,977 students, 231 teachers, and 11 counselors at the junior high level; and 2,599 students, 155 teachers, and 6 counselors at the senior high level. The career education project in the Washington County Public School District will include the following components: elementary school component, cluster concept component, and a counseling and placement component.

Elementary School Component: The Career Awareness Coordinator will select a task force of teachers from each grade level, 1-5, and will work with these teachers in explaining potential revisions of the existing curriculum in order to incorporate career awareness experiences in the elementary grades, and to refocus elementary subjects around a career development theme. Special emphasis will be placed on elementary guidance.

Cluster Concept Component: Students completing the eighth grade will be invited to participate in a summer program of career exploration at the Vocational-Technical Center. The occupational clusters are units of instruction at the Center which will be

modified to coincide with the career areas proposed by the U. S. Office of Education. The student will be assigned to each unit within the cluster, transferring from one to the other. If the student returns for a second and a third summer, he would be asked to survey new clusters and indicate other units of interest. The cluster concept at the Center will supplement the ongoing career education activities within the Washington County middle schools. Also, counselors at the participating middle schools will receive two weeks of inservice training at the Center during the period of student exploration.

Counseling and Placement Component: A staff of two career counselors, two career counseling assistants, two pupil services assistants, and one job developer/analyst will be employed. A goal of this component will be 100 percent placement of graduates and exiting students in a job, in a post-secondary institution, or in college. Based on its work with exiting students and follow-through information regarding the students, the placement service will provide the school district's curriculum committees with recommendations for needed revisions and improvements in the ongoing educational program.

All components of this project will be designed in such a way as to emphasize careful measurement of student outcomes in relation to the activities attempted and to provide for appropriate program revisions where indicated.

STATE AND PROJECT NUMBER; Massachusetts, V261039L

STATE-LEVEL PROJECT ADMINISTRATOR; Dr, Clifford W. Easton
Director, Project CAREER
123 North Main Street
Randolph, Massachusetts 02368

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $194,120

DURATION: June 1, 1972 to November 30, 1973

SITE INFORMATION:

The Massachusetts career education project will be operated in Springfield, Milford, and the Blue Hills Vocational-Technical Region, representing the urban, the comprehensive, and the regional vocational-technical systems throughout the Commonwealth. This project will work to develop a comprehensive career guidance model that will become a component of a larger career education project, Project CAREER, in which the K-12 instructional program will be revised.

DESCRIPTION OF PROGRAM:

Springfield:

Springfield is an industrial environment with a population of 164,000. Like many urban areas in the past decade, it has witnessed a rapid increase in minority groups population. Nonwhite minorities comprise 19% of the population. Over 43% of Springfield families have annual incomes below $6,000. Unemployment remains at about 7.3% and welfare expenditures are high. The city has a diversified economic base; the most important employer groups are wholesale and retail trade, chemicals and plastics, fabricated metals products, ordnance and accessories, machinery, printing and publishing, and apparel. The city is involved in an urban redevelopment program.

The school system contains 17,679 elementary and 13,664 secondary students in 36 elementary, 7 junior high, and 4 senior high schools. The senior high schools are organized around four tracks: classical, technical, commercial, and trade. Each school does conduct a limited comprehensive program and strong vocational programs are available in two of the high schools.

Milford:

This city has a population of 19,352 in an expanding community which has seen many firms relocated from Boston into the area. The majority of families fall into the lower middle income bracket; approximately 11.2% of the population falls below the poverty level. Manufacturing provides the largest source of employment, with 50.1%

of all workers engaged in some type of manufacturing occupation.

The Milford Public Schools enroll 3,500 students. About 1,090 students in four elementary schools, one junior high, and one senior high are actually involved in the project. The town has committed itself to build a $15 million comprehensive high school centered around occupational education.

Blue Hills Regional Vocational-Technical School Region:

The region includes the seven towns of Westwood, Randolph, Norwood, Holbrook, Canton, Braintree and Avon. The total district population is approaching 150,000. The seven communities are experiencing the consequences of a rapid expansion from a rural to a suburban complex. The population has a majority of adults with a high school education employed in trade, retail, and technical capacities.

The Blue Hills Regional Vocational-Technical School presently enrolls 830 students, only 8.3% of the high school population. To develop and expand a career education thrust in feeder schools in the region is a primary need in this district. Project CAREER and its guidance component will be established in seven elementary schools, two junior high schools, one senior high school, and the Regional Vocational-Technical School, including 2,160 students in grades K-12, as well as 46 teachers and 7 counselors.

Project CAREER, plus this guidance component, will attempt to eliminate the general education philosophy. It will select and analyze new and emerging occupations with long-range employment possibilities, identify skills and knowledges pertaining to those occupations and state them in behavioral terms, organize skills and concepts in a progression of prerequisites from the simplest to the most complex, and develop a data bank program to provide up-to-date job performance requirements, ordered continuums of behavioral objectives for an occupation, the behavioral commonalities between occupations, and an inventory of an individual student's accomplished skills.

In order for Project CAREER to be fully utilized at the senior high level, however, elementary and junior high students must be exposed to career information and must develop decisionmaking skills. Such an effort will be implemented through this guidance component. A Project CAREER/Guidance Coordinator will be selected to coordinate activities at each level, and a project administrator will coordinate all levels and provide liaison with Project CAREER.

- Elementary Component: Through carefully designed world of work awareness materials and selected "hands-on" activities, elementary students will develop understanding of large occupational clusters and representative occupations. The project coordinator, for this level, will work with the Project CAREER administrator to plan and conduct the various activities in this component. An outstanding teacher will

be selected from each district to become an elementary career education coordinator. This person will chair a committee of selected teachers in the three school districts to develop and review materials. During the summer of 1972 the committee will be employed on a full-time basis for six weeks. A K-6 functional model for implementing career education into the school system will be developed. This model will be capable of utilizing the products of Project CAREER's search for commonalities between occupations.

During the pre-school workshop in September, the committees will introduce all elementary teachers in their school systems to the guidelines and program format established in the summer workshop. A full pilot will be operated during the 1972-73 school year in the classrooms of the teachers on the committees and any other teachers who wish to participate.

During the summer of 1973, the committees, augmented by additional interested teachers, will analyze the results of the program and make recommendations for revision and refinement of the programs initiated.

Junior High Component: The project coordinator will establish in each school district a committee of guidance counselors and curriculum experts representing grades 7-9. The committees will operate part-time during the spring of 1972 and full-time during the summer for six weeks. One career counselor from each system will chair the committee, which will develop and operate a computer-assisted Career Information Center and will coordinate the information developed by Project CAREER. Classroom experiences, guidance activities, and individualized materials will be provided to each student.

Senior High Component: The project coordinator for this level will establish in each school district a committee of high school counselors and curriculum experts for grades 10-12. The committees will be chaired by career counselors selected from each school district; they will operate part-time during the spring of 1972 and full-time for six weeks during the summer of 1972. As in the junior high component, the committees will coordinate information from Project CAREER and develop and operate a computer-based Career Information Center. In addition, the committees will develop materials for a placement service. Coupled with the job skills developed in the Project CAREER process, the guidance materials emanating from this component will assist students to enter employment or further education.

STATE AND PROJECT NUMBER: Michigan, V261041L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Karl Stearns
Personnel Development, Exemplary and Research Unit
State Department of Education
P.O. Box 928
Lansing, Michigan 48904

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $359,043

DURATION: January 20, 1972 to July 19, 1973

SITE INFORMATION:

The City of Pontiac and the University of Michigan are the project sites in Michigan receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. The program will be treated as an additional basic component in support of the development and implementation of the school-based Comprehensive Career Education Model program being undertaken in Pontiac under NCERD's large-scale model-building effort.

DESCRIPTION OF PROGRAM:

Pontiac:

Pontiac is considered an industrial center with three major General Motors Divisions located within the city limits. The city has a total population of 82,233 while the school district includes 120,000 people. It enrolls 23,807 pupils in grades K-12. The project site is district-wide with a total of 37 schools, 834 classroom teachers, and 31 counselors. The Part C funds in Pontiac will be used to enhance the overall school-based career education effort by providing computer technology to overcome some basic problems which hamper the overall effectiveness of guidance and counseling.

Guidance and Counseling Component: This project will make use of computer technology to relieve counselors of the task of compiling, analyzing, and updating appropriate occupational and educational information and delivering it to students. The project will also upgrade the quality of counseling by training counselors in human relations and computer-related skills. The basic thrust of the project focuses on the trial and further development under Michigan conditions of a computer-based guidance system developed by the Advanced Systems

Development Division of International Business Machines. Human relations training would be provided under subcontract with Eastern Psychological, Educational, and Community Services, Inc. The project involves these new concepts and innovations:

1. Information storage and retrieval functions of the guidance process are assigned to the computer and the terminal.

2. Analysis of information about the student (scholastic record, test results, self-analysis), occupations, and possible educational programs will be done by the computer.

3. The student will participate in the guidance process beginning with exploration of occupations and educational programs in a two-way exchange with the computer, which will be equipped with simple input devices, a typewriter keyboard and printer, and a viewing screen for display of pictures and other materials.

4. Placement of students in jobs or further training experiences will be accomplished by computerized matching of students and openings, in coordination with activities by placement offices.

5. Curriculum and course planners will have heretofore unavailable systematic advance information about students' occupational interests and choices which will enable them to improve the correlation between students' interest and programs offered by schools.

University of Michigan:

A research effort will be supported which will identify performance objectives for pre-service and in-service training of teachers and administrators involved in the career education thrust. The development will be carried out at the University of Michigan. Identification and validation of performance objectives will utilize the school-based career education program in Pontiac as a laboratory setting. Development and validation of inservice curricula will be performed in actual pre-service and inservice activities of the University of Michigan.

STATE AND PROJECT NUMBER: Minnesota, V261035L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Melvin Johnson, Director
Program Planning and Development
Vocational-Technical Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $167,391

DURATION: March 15, 1972 to September 14, 1973

SITE INFORMATION:

In Minnesota, the special FY 1972 funds under Section 131(a) of Part C are being used to support a career education project planned and coordinated by the State vocational research coordinating unit (RCU). Various components of the project are being developed and tested in eight selected school districts representing a variety of settings. The Section 131(a) funds of $167,391 are being used in conjunction with nearly $850,000 of local, State, and State-administered Federal funds to provide approximately one million dollars for career education components in the eight districts. Three of the school districts are located in the metropolitan area of St. Paul-Minneapolis (Roseville, Osseo, Brooklyn Center); their sizes range in population from 2,000 to 24,000. Three other school districts are located in the rural farming communities of Southeastern Minnesota (Plainview, Owatonna, and Red Wing) which range in population from about 1,800 to 10,500. The two other communities of Willmar (population 10,000) and Cloquet (population 9,000) are located in the western and northern iron mining areas of Minnesota, respectively. In total, there will be about 50 different schools, 1,000 teachers, 21,000 students, and 48 counselors. A major thrust of concentration of the initial statewide efforts will be at the elementary grades K-6. Within the eight communities, 35 different elementary schools will participate in the project, along with 16 junior and senior high schools.

DESCRIPTION OF PROGRAM:

Some of the schools in the project will develop a comprehensive career education program K-14 and adult, but a major initial thrust in each of the school systems is to develop and conduct career education programs which are appropriate for elementary school students K-6. All of the programs include "hands on" experiences for students and staff and emphasize the guidance counseling function throughout.

Plainview-Winona:

Winona Area Vocational-Technical School will provide leadership to a smaller farm community in developing a meaningful career education

program for elementary students in grades K-6. Guidance and instructional personnel from the area school will assist local teachers in the development of curriculum and instructional materials using a wide range of audio-visual materials and gaming techniques to teach occupational awareness. Since it is expected that most high school students will attend a "secondary skill center," emphasis is placed on only grades K-6.

Willmar:

The Willmar postsecondary Area Vocational-Technical School will provide leadership to a school system for the development of an articulated comprehensive career education program (K-14) for an entire rural community. This includes articulation among the grade levels K-12, as well as placement in some type of postsecondary program (community colleges or area vocational school programs) or placement directly into employment. Also involved is the development of a community resource center for graduates and/or other adults.

Red Wing:

This project involves the development of an articulated comprehensive (K-14) program in a rural farming community which includes several elementary and junior high schools as well as a secondary vocational center and postsecondary area vocational school. Phase I of the project emphasizes grades K-6, but expands to junior and senior high in Phases II and III. Emphasis in Phase II and III are placed on guidance services, vocational skill development, and occupational or educational placement.

Cloquet:

This plan involves the development of a comprehensive career education program K-12 for a rural community located in a distressed iron mining area of northern Minnesota. Since there is no junior college or area vocational school in the community, the model represents one community's effort to develop and operate a K-12 career education program.

Owatonna:

Owatonna is a rural farm community which plans to concentrate their career education efforts in the elementary schools K-6 during Phase I and expand to junior and senior high programs in later phases. The program is unique in that it involves staff and students from both public and parochial elementary schools. Maximum use is made of the difference between these two types of institutions with respect to developing a local plan for evaluating the career education program.

Osseo:

This is a comprehensive K-12 career education plan for one of the smaller suburban school systems in the metropolitan area which revolves around the use of an audio-video (closed circuit TV) network established among several elementary and junior high schools. Emphasis during first phase of the plan is on developing materials and supporting counseling services for grades K-9. It is likely that students in grades 10-12 will attend (a) a postsecondary area vocational-technical school on a part-time basis or (b) a secondary skill center in the area.

Roseville:

The career education program in this rather large suburban community deals only with students in grades K-6. Its purpose is, therefore, to develop and test effective methods for teaching about occupational awareness within a large elementary school system.

Brooklyn Center:

Brooklyn Center is a large suburban school system which is primarily concerned with developing a comprehensive career education program K-adult and a community resource center for adults and former students. The first phase deals with articulation of offerings between the current academic high school and a recently developed postsecondary area vocational school which is designed to accommodate students from several high schools. Guidance and formal courses in career education represent a major part of this model as it relates to junior and senior high school students and to adults and former graduates of the program who have remained in the community.

STATE AND PROJECT NUMBER: Mississippi, V261015L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. James M. Morris
Division of Vocational and
Technical Education
State Department of Education
Box 771
Jackson, Mississippi 39205

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $136,091

DURATION: June 1, 1972 to May 31, 1973

SITE INFORMATION:

The cities of Amory and New Albany and the Counties of Kemper and Franklin are the project sites in Mississippi receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. The Part C funds will be used in each of the project sites to expand the ongoing career education programs being supported with State-administered funds under Section 131(b) of Part C.

DESCRIPTION OF PROGRAM:

Amory City Public School District:

The city of Amory, located in the northeastern section of the State, has a diversified economy which includes agriculture, manufacturing, distributive, and service occupations. It has a population of 7,000. For purposes of this project, two elementary schools, one junior high school, and one senior high school have been identified as the project site.

New Albany Public School District:

New Albany is a city in the northeastern section of Mississippi. It has a varied economy which includes agricultural, manufacturing, distributive, and service occupations. The city has a population of 6,355. For purposes of this project, one junior high school, two elementary schools, one senior high school have been identified as the project site.

Kemper County Public School District:

Kemper County is supported by an economy of agricultural, forestry, distributive and service occupations. Several manufacturing companies are located within commuting distance. The County is located in east central Mississippi. The County has a population of 10,233. For purposes of this project, two elementary schools and two senior high schools have been identified as the project site.

Franklin County Public School District:

Franklin County, which is located in the southern area of the State, has an economy based on forestry, agricultural, distributive, and service occupations. Several manufacturing companies are located within commuting distance of the County. The population of Franklin County is 8,011. For purposes of this project, one elementary school and one senior high school have been identified as the project site.

Schools in all four sites will include 4,423 students, 196 teachers, and 4 counselors at the elementary level; 901 students, 52 teachers, and 6 counselors at the junior high level; and 2,811 students, 170 teachers, and 12 counselors at the senior high level.

Each of the four participating school districts will include the following components: an elementary school component, a junior high school component, a guidance and couseling component, and a placement component.

Elementary School Component: Each project site has employed an elementary career awareness coordinator. The coordinators will assist teachers in continued implementation of guidance principles in the classroom through a fused curriculum; assist teachers in the planning of special career education events for students; conduct individual and group counseling sessions; assist teachers in the preparation of a unified guide for the implementation of a career-centered curriculum for specific subject matter areas; conduct periodic evaluations to determine the progress of the elementary program; and conduct two workshops for continued staff training.

Junior High School Component: Each of the four participating school districts has employed a career exploration coordinator for the junior high level. Each of these counselors will administer a vocational interest test to eighth grade students; assist teachers to incorporate self-studies into the academic classroom procedures; assist teachers to plan activities which lend themselves to the decision-making process; assist teachers to fuse career information and career exploratory experience with calssroom subjects; provide individual and group counseling; conduct two workshops for teachers; and evaluate the progress of the junior high school component.

Senior High School Component: Each project site has employed a counselor-placement coordinator who also serves a guidance function with high school teachers and students. The responsibilities of the counselor-placement coordinator will be to coordinate all career-centered activities; to provide counseling for high school students; to assist teachers in planning special career education projects; to operate a placement service; to provide periodic evaluation of the high school component; to serve as the project administrator at the local level; and to conduct workshops for the development of career-centered curriculum.

Guidance and Counseling Component: Each project site has employed three guidance personnel to work at the various grade levels--one at the elementary level, one at the junior high level, and one at the senior high level. The senior high guidance person will serve as the local project coordinator, as well as working with secondary students and teachers. The responsibilities of the career-centered guidance staff will be to assist teachers to add relevance to their academic courses through the use of career education curriculum; to coordinate career education activities so as to avoid duplication; to hold planning sessions on a regular basis with individual teachers; to act as consultants and resource persons for teachers who implement suggested activities; and to use pre- and post-tests to determine student growth in career development.

Placement Component: The guidance staff will assist in placing students in the appropriate school curriculum and school activities which will augment career development as well as individual development. Students will also be assisted in securing placement in a job or in an educational institution for additional study.

All components of the project will be designed in such a way as to emphasize careful measurement of student outcomes in relation to the activities attempted and to provide for appropriate program revisions.

STATE AND PROJECT NUMBER: Missouri, V261013L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. B. W. Robinson
Assistant Commissioner and Director
of Vocational Education
State Department of Education
Jefferson Building
P.O. Box 480
Jefferson City, Missouri 65101

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $207,297

DURATION: January 17, 1972 to July 16, 1973

SITE INFORMATION:

Eldon and University City are the project sites in Missouri receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Eldon Public School District:

Eldon is a rural community, located twelve miles North of the Lake of the Ozarks, with a population of 3,200. The city's economy is diversified and includes tourism, farming, a variety of small manufacturing firms, as well as distributive and service occupations. The school district enrolls 1,750 students in grades K-12. For purposes of this project, one elementary school, one junior high school, one area vocational-technical school, and five senior high schools have been identified as the project site. These schools include 561 students and 26 teachers at the elementary level; 541 students, 24 teachers, and one counselor at the junior high level; and 1,597 students, 107 teachers, and 5 counselors at the senior high school level.* The career education project in the Eldon Public School District will include the following components: an elementary school component, a guidance and counseling component, and a placement component.

Elementary School Component: A career awareness coordinator will be employed to coordinate the entire effort at the elementary school level. He will select a committee composed of outstanding teachers from each grade, one through six, and the department chairmen in grades seven and eight. He will work with these teachers in exploring potential revisions of the existing elementary school curriculum in order to incorporate career awareness experiences in the elementary curriculum and to refocus elementary subjects around a career development theme. A summer workshop will orient teachers to career education concepts.

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*Includes senior high students and teachers in five school districts which send students to the Eldon Area Vocational-Technical School.

Guidance and Counseling Component: An additional counselor will be employed and assigned at the elementary level and another counselor will be employed one half-time and assigned at the vocational-technical school. Counselors will be provided inservice training to familiarize them with career development theory and to provide them an opportunity to explore the world of work. The counseling program will be based on systems concepts, student behavioral objectives, and corrective feedback.

Placement Component: A placement officer will work part-time to contact employers, establish a file of part-time and full-time job opportunities, and to place students either in a job or in further education.

University City Public School District:

University City is a suburban city adjacent to St. Louis and has a population of 50,000. The school system enrolls 7,500 students. For the purposes of this project, two junior high schools and one senior high school have been identified as the project site. These schools involve 1,700 students, 112 teachers, and five counselors at the junior high school level; and 1,563 students, 96 teachers, and 6 counselors at the senior high level. The career education project in University City will include the following components: a junior high school component, a senior high school component, and a guidance and counseling component.

Junior High School Component: New career education courses will be offered to all students in grades 7, 8, and 9, with special emphasis on grades 7 and 8. Career awareness curriculum material designed for this component will include mini-courses for increasing student knowledge of specific career clusters and a comprehensive survey course to provide students with an overview of 15 occupational clusters.

Senior High School Component: An experimental alternative school will be organized and operated with approximately 35 students during the second semester of the 1971-72 school year. It will be operated with about 150 students during the 1972-73 school year. Academic and career learnings will be interrelated. Selected teachers and students will participate in the planning and organization of the programs. A complete program will be planned with each student. Through individual counseling, students will make contracts for credit-based programs of studies. Basic skill learnings will be available to all students. A wide range of electives will be available through individual contracts, courses in evening school, and courses in the "regular" day school. Plans are being made to provide part-time employment, for credit and/or wages, in as many programs as possible so that students will gain practical work experience.

Guidance and Counseling Component: Both career guidance and counseling and personal counseling will be available to junior and senior high students. The career counseling will assist to increase the junior high school students' level of career awareness. It will help senior high school students to define their career interests, preferences, and commitments. The personal counseling techniques will utilize both individual and group techniques to enhance the students' self concept.

STATE AND PROJECT NUMBER: Montana, V261006L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Benjamin A. Ulmer
Director of Vocational and
Occupational Skills
State Department of Education
Helena, Montana 59601

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $36,439

DURATION: February 7, 1972 to August 6, 1973

SITE INFORMATION:

In Montana, the special FY 1972 funds under Section 131(a) of Part C are being used to establish a career education demonstration, testing, and development site in Great Falls, with five small secondary schools in the surrounding area cooperating in the project.

DESCRIPTION OF PROGRAM:

Great Falls has a population of some 70,000 people. It is the county seat of Cascade County, which has a population of approximately 74,000. Employment in the city is provided largely by commercial establishments, construction and small manufacturing companies, and a smelting plant. The city is typical of many areas in Montana in that it is a population center immediately surrounded by many small rural centers and serves as the agricultural trade center for the area.

For purposes of this project, a postsecondary vocational-technical center and two senior high schools in Great Falls have been identified as the project site, along with five small high schools in the surrounding area which will be cooperating in the project activities. The postsecondary vocational-technical center has an enrollment of 438 full-time students in grades 13 and 14, and an enrollment of more than 1,100 in adult education and part-time programs. The two senior high schools in Great Falls have a combined enrollment of 3,600 students and a total faculty of 180 teachers and 10 counselors. The five small high schools in the surrounding area have a combined enrollment of 925 students. The career education project in this complex of schools will include a career education and job preparation component, a guidance and counseling component, and a placement component as described below. Faculty members of Montana State University in Bozeman will be involved in the implementation of the project. The third-party evaluation of the project will be conducted by the Educational Research Department of the University of Montana in Missoula.

Career Education and Job Preparation Component: A career awareness coordinator will be employed to coordinate the entire project. Programs will be designed for students in grades 10-14 to provide them with career education and job preparation in a wide variety of occupational areas. Special emphasis will be placed on the utilization of work experience and cooperative education opportunities.

Guidance and Counseling Component: The career awareness coordinator will design a vocational guidance program which will acquaint students with available career opportunities. Training and workshops will be provided for school personnel so that they may supplement their existing guidance programs. Research findings provided by Montana State University regarding job opportunities will be used to insure that the guidance offered will be based on existing manpower needs and will be comprehensive in nature.

Placement Component: The career awareness coordinator will insure placement of all exiting students in a job in their cluster field of interest, an advanced occupational training program, or in a college program. Under the direction of the career awareness coordinator, lists will be developed of available entry-level jobs, vocational education opportunities in the Armed Forces, post-secondary vocational education offerings and baccalaureate programs in Montana and the surrounding region. A placement office will be established and maintained at each school by working with the local school counselor to provide students with current employment opportunities and trends in 15 occupational clusters on a local, State, and regional basis. Also, continuous placement service will be furnished through the guidance office to each student upon termination of his formal educational program.

STATE AND PROJECT NUMBER: Nebraska, V261012L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Byron R. Vanier, Administrator
Work Study, Exemplary and Research
State Department of Education
233 South 10 Street
Lincoln, Nebraska 68508

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $65,299

DURATION: January 14, 1972 to July 13, 1973

SITE INFORMATION:

The town of Milford is the project site in Nebraska receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Milford is a rural town with a population of about 1,850. Its economy is based on agriculture. About 750 pupils are enrolled in the local schools. For purposes of this project, two elementary schools and one junior-senior high school have been identified as the project site. These schools include 420 students and 23 teachers in grades 1 to 6 and 338 students, 21 teachers, and one counselor in grades 7 to 12. The career education project in the Milford Public School District will include the following components: an elementary school component, an exploration experiences component, a cooperative education component, an intensive job training component, and a guidance and counseling component. Each component is summarized below:

Elementary School Component: Elementary teachers in grades K-6 will assemble career information and will develop integrated curriculum packages which will later be built into the elementary school curriculum. These occupational awareness activities will expose students to the broad range of occupations available and will orient them to the world of work. An orientation program for increasing the career knowledge of all elementary teachers will be developed. It will be followed by summer workshops for these teachers where they will assemble and/or develop career information curriculum packages.

Exploration Experiences Component: The World of Construction and the World of Manufacturing will be implemented as one component of the occupational exploration program. "Self-Understanding Through Occupational Exploration," a program developed in Oregon, will be analyzed and those portions which are appropriate will be incorporated into the exploratory program. Other programs which have been developed throughout the country will be considered in the pre-structured curriculum.

All teachers concerned with teaching occupational exploration will participate in orientation sessions and summer workshops to increase their understanding of the program and to organize instructional materials for use during the school year.

Cooperative Education Component: The inter-disciplinary cooperative education program will be expanded to include both in-school students and dropouts (handicapped and disadvantaged) so that they may become engaged in vestibule training programs in local business and industrial firms. Emphasis will be on providing part-time and summer jobs related to the occupation for which the student is preparing, and on placing highly dropout-prone students in career related jobs. A "big brother" system in which a craftsman is encouraged to sponsor a trainee will be initiated. Formal school credit will be awarded for work experience.

Intensive Job Training Component: This component will be organized around economically feasible and realistic "in-house" occupational clusters for a rural school system and the technical community college. The intensive job-entry skill training portion of the career education model will be available to youths and adults during regular school hours, after school and in the evening, and during the summer months. Occupational education instructors will participate in a continuous professional growth program as well as in summer workshops which will enable them to organize instruction on a continuous progress multi-sensory model.

Guidance and Counseling Component: An additional counselor will be employed. The counselors will carry on a complete and articulated model program of guidance and counseling at all grade levels, 1-12, during the 1972-73 school year. This model program will be based on student behavioral objectives, program objectives which are realistic for the participating schools, and evaluative feedback concerning achievements of the program.

A placement service will also be established for in-school students and adults. In June 1972, the placement service will make extensive efforts to insure that the highest possible percentage of students graduating are placed either in a job, or in further education. Based on follow-through information, the placement service will provide the school district's curriculum committee with recommendations for needed revisions and improvements in the ongoing educational program.

STATE AND PROJECT NUMBER: Nevada, V261025L

STATE-LEVEL PROJECT ADMINISTRATOR: Vernon J. Eardley, Director
Adult and Vocational Education
Washoe County School District
395 Booth Street
Reno, Nevada 89502

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $15,850

DURATION: January 10, 1972 to June 30, 1973

SITE INFORMATION:

The State's Part C demonstration, testing, and development site is the Washoe County School District, located in the Northwest part of the State of Nevada. The total population of the county is 121,068. The county has two main cities--Reno and Sparks. Tourism contributes the most to the economy of the county, with an estimated 12 million visitors in 1970. Industrial growth has been directed to complement the tourist-centered and recreational activities with warehousing, manufacturing, transportation and agriculture also contributing to the economy. The school district has 29,604 pupils enrolled in K-12.

DESCRIPTION OF PROGRAM:

For the purposes of the career education project, a complex of schools which comprise the entire district as the project site has been selected. These schools include 37 elementary, 7 junior high and 10 high schools with a total of 1,107 teachers and 36 counselors. In Nevada, the Part C funds will be used in conjunction with the federally-administered discretionary funds under Section 142(c) of Part D to enhance the county's ongoing exemplary career education project. The project includes the following components: Elementary School Component, Junior High School Component, Senior High School Component, Guidance and Counseling Component, and Placement Component. Each component is summarized below:

Elementary School Component: A career awareness coordinator has been assigned to direct this effort and will continue to search research-related literature and ongoing career education projects; develop promising approaches, techniques, and materials to increase career awareness of the elementary school pupils; and conduct workshops to train teachers and coordinate the efforts in 2 pilot schools, expand these to 8 more schools by June 1972, and to all remaining elementary schools by June 30, 1973. Field trips will be carefully pre-planned and post-critiqued. Sound pre- and post-tests will be used to assess the effectiveness of the various measures in terms of student outcomes.

Junior High Component: A career exploratory coordinator will be employed. This coordinator will assist in the expansion of the "World of Construction" and the "World of Manufacturing " from four junior high schools to seven during the period of the project. He will be charged with the development of a comprehensive career education program in grades 6 through 8 and with the development of measures to assess program effectiveness.

Senior High School Component: A career skill coordinator will coordinate the general vocational education programs (6 high schools) with all other programs relating to this effort at the senior high level. He will also be charged with the development of two or more vocational cluster programs in four high schools during the project period. He is charged, therefore, with the development of a comprehensive career education program in grades 9-12 and with close liaison with all Washoe County Adult Programs and Community College Programs in grades 13 and 14.

Guidance and Counseling Component: During the spring of 1972 all counselors will be provided with one week of inservice training. During the school year 1972-73 the 36 counselors will carry on a complete and articulated model program of career guidance and counseling at all grade levels 1-12. A Washoe County School District Career Guidance Center is proposed. This Center will provide supportive administrative and logistic career guidance services to all schools, all vocational counselors, and all school departments providing increased emphasis on career guidance and training.

Placement Component: A placement officer will be employed and assigned to this segment of the project. An aide will also be employed to assist in recordkeeping duties. The placement service will be established as an extension to the guidance and counseling component. The placement officer will work in cooperation with the guidance counselors, the cooperative education coordinators, the vocational teachers, the employment security agency, and all business and industrial firms in Washoe County. The county business and industrial firms will be surveyed to determine (1) the jobs available for part-time students, and (2) jobs available for students graduating from the 12th grade. (This list will become an important factor in determing the clusters to be developed in the District's Career Education Program). The placement service will also survey the business and industries to determine those jobs available to the students who wish or need to drop out of school in order to work full-time. These data will be used to insure that the dropout student is transferred to evening high school wherever practicable. The placement service will make extensive efforts to insure that the highest possible percentage of students graduating from the 12th grade are placed, either in a job or in further education. Based on its work with exiting students and on followup information regarding these students, the placement service will provide the school district's curriculum committees with recommendations for needed revisions in the educational program.

STATE AND PROJECT NUMBER:	New Hampshire, V261037L
STATE-LEVEL PROJECT ADMINISTRATOR:	Miss Gloria Cooper Director, Research Coordinating Unit State Department of Education Stickney Avenue Concord, New Hampshire 03301
LOCAL PROJECT DIRECTOR:	Mr. John J. Riesenberg Exemplary Project Director Keene Union School District 1 Elm Street Keene, New Hampshire 03431
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C:	$31,243
DURATION:	June 15, 1972 to June 15, 1975

SITE INFORMATION:

Keene Union School District of Supervisory Union #29 has received the special funds under Section 131(a), Part C, together with a grant under Section 142(c), Part D, to start a three-year Exemplary Project to develop and demonstrate a comprehensive career education program, grades K-12. The combined Part C and Part D funding for the first year will be followed by complete Part D funding for the second and third years, assuming satisfactory progress is maintained.

DESCRIPTION OF PROGRAM:

Keene, New Hampshire is a small industrialized city with a population of about 20,000 in the city and 4,000 more in surrounding rural areas. Highly diversified, stable industries and many retail, wholesale, and service businesses provide employment opportunities to graduates. The school system is designated as one of the twenty vocational areas by the State Board of Education. The school population consists of 6,000 students, 300 teachers and principals, 23 other instructional staff members, and central office and supportive staff.

The project will be implemented in three phases--Phase I will involve curriculum restructuring and inservice education; Phase II involves implementation in the schools, with pilot programs and evaluation being undertaken in selected classrooms; Phase III will involve making available to all teachers and students in the Supervisory Union those materials revised and tested in Phase II, together with an ongoing teacher training effort.

Elementary Component: Staff participants will become involved in all aspects of the program, from planning to implementation. Parents, community leaders, industrial representatives and other relevant persons

will be included in these activities. A thorough assessment of the system's needs will be coupled with writing of performance objectives in performance terms. Extensive inservice education and curriculum development will prepare the system for full implementation of an elementary career awareness program.

Junior High Component: Students will participate in a program of visits to industrial or other career-potential sites and in a related, hands-on exploratory program in the schools designed to provide a realistic overview of career opportunities. Professional staff at the junior high level will participate in a series of conferences providing inservice education in career development and in curriculum development for interdisciplinary and integrative programs. Parents, counselors, and community representatives will be involved in the series of conferences.

Senior High Preparation Component: Students will participate in an expanded program of job skill development activities. The expansion will include three phases--involvement of more students in ongoing training programs, development of additional training opportunities, and development of increased work experience opportunities. A formal inservice course will be offered to teachers to help them relate their respective subjects to each other and to the world of work. Initially a selected group of teachers will be involved to permit intensive development. The interdisciplinary program, once developed, will be tried on a pilot basis, evaluated, and revised before full implementation.

Guidance and Counseling Component: A series of workshops will be held to help counselors develop data analysis skills, discover by visiting field sites what is really needed by a student for job-entry, and understand the potential use of teachers in the overall guidance program. Specific objectives for the guidance program will be developed and tested.

Placement Service: A placement office will be established as part of the existing vocational guidance function. The office will provide pupil placement services and will employ work-study students to expose them to Employment Service occupations. The office will be used as part of the training program for vocational counselors and will provide followup data on graduates.

STATE AND PROJECT NUMBER: New Jersey, V261053L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Morton Margules
Associate State Director of
Vocational-Technical Education
Department of Education
225 West State Street
Trenton, New Jersey 08625

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $254,114

DURATION: January 7, 1972 to July 6, 1973

SITE INFORMATION:

The project sites in New Jersey receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components are Newark and Woodbridge. In Newark, a school-based career education model will be developed and operated. In Woodbridge, a Career Resource Center will be developed and operated with the Central Jersey Industry Education Council.

DESCRIPTION OF PROGRAM:

Newark:

Newark is an industrial city with a population of about 405,000. Minority groups compose about 70% of the population. The city's economy is diversified, and includes a variety of types of manufacturing, as well as distribution and service occupations. The local school district enrolls about 80,000 pupils in grades pre-K-12. For the purposes of the career education project, a complex of schools enrolling about 4,100 pupils has been identified as the project site. This includes one elementary (K-8) and one secondary (9-12) school with a total of 218 teachers, 14 aides and about 10 counselors. The career education project in Newark will include a planning element, a major aspect of this endeavor. The operational components include:

Elementary Component: Technology for Children--This phase of the program extends through the first six grades of school and provides an educational atmosphere where children accept work as a necessary and vital segment of the human endeavor. It combines technical activities and academic classroom lessons as an aid to children in developing a better understanding of themselves and of technology. Attitudes, exploration, appreciation of people and work are the facets of development where foundations for career patterns are laid.

Junior High Component (7&8): Introduction to Vocations--This phase of the program provides a broad based occupational exploration program including manipulative, classroom, shop, laboratory and field experiences in a variety of occupational areas. It is designed to assist young people in the 7th and 8th grades to develop a more realistic plan for their own careers.

Career Resource Center: A career resource center will be established in the Newark complex site to provide for both teachers and students, a wide variety of instructional materials, media, and services relating to occupations of all kinds. The staff is comprised of personnel whose expertise relative to multi-media material production, school-industry relations and public relations increase the teachers capacity to present to students a wide selection of avenues for curriculum enhancement in an environment conducive to career planning.

Placement Component: The goals for this component are (1) to assist students in gaining work experience by placing them in appropriate part-time employment (2) to provide placement services to employment-bound seniors and dropouts (3) to bring employers and graduating seniors together in the school setting for hiring purposes and (4) to provide experiences in interviewing for jobs on a realistic and meaningful basis.

Guidance and Counseling Component: All of the proposal components (Technology for Children, Introduction to Vocations, Job Placement, and the Career Resource Center), include within their content guidance oriented career experiences and information. The Career Resource Center is specifically designed to provide guidance services that supplement existing efforts at each level (elementary, junior high, and senior high). Career Resource staff provide classroom teachers and guidance staff with resources that are not presently available for implementation of an interdisciplinary approach to career guidance and counseling. In addition, the efforts of this component include a counselor intern program. An intern selected from Urban Education Corps will provide group and individual counseling, career oriented guidance materials, and a tie with community and home oriented needs.

Woodbridge (Middlesex County):

The five-community area includes an overall population of about 400,000 people. There are approximately 50,000 students, K-12 in area schools. As a result of being located within the hub of most major roads through the State, the area's economy is highly diversified and includes chemicals, oils, warehousing and distribution, assembly plants, and large retail centers. As a result of an examination of the impact of past efforts, certain remaining needs have been identified: (1) a strong program of career and self awareness at the elementary school level; (2) the improvement of vocational guidance and counseling service at all grade levels; and (3) the development of a locally oriented

multi-media informational system for both students and teachers. For the purposes of this project, 13 elementary schools have been identified as the project site. These schools include 234 teachers, two counselors, and 5,850 pupils. The career education project in Woodbridge will include the following components:

Elementary School Component: An elementary career awareness consultant will be employed to be responsible for the activities at this level. The consultant will work closely with the New Jersey's Technology for Children program, (K-6). He will work with each of the five participating districts in selecting a district coordinator. This team will participate in the Community Resources Workshop during the summer of 1972. This four-week experience will be used to identify appropriate community resources and to expand community input into the design of the component. The consultant will also train teachers during the school year in identified teaching techniques.

Guidance and Counseling Component: The intention of this program will be to train counselors and selected teachers from both junior and senior high schools in vocational guidance techniques. The training will begin in the four-week summer Community Resources Workshop and continue during the academic year 1972-73. A graduate intern in Student Personnel Services will work with the director in conducting the guidance and counseling component.

Media Component: To accomplish the necessary outcomes of the elementary and the guidance components within a regional setting, it is necessary to develop materials, utilizing all appropriate media. A media specialist will be employed to develop presentations for each sub group of the population in accordance with their needs, as identified and analyzed by the counselors and teachers. Through film strips, video tapes, audio tapes, 8 and 16 mm films and film loops, the intensity and impact of any teacher or counselor can be expanded and be made more effective.

STATE AND PROJECT NUMBER: New Mexico, V261032L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Dick Harneson
Director, Research Coordinating Unit
State Education Building
Santa Fe, New Mexico 87501

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $57,852

DURATION: January 12, 1972 to July 11, 1973

SITE INFORMATION:

The Part C demonstration, testing, and development site in New Mexico is the Taos Public Schools. The district will implement an elementary career awareness program, improve the job preparation and guidance and counseling programs in the school system, and establish a placement service. Special emphasis will be placed on the junior high level in the efforts to improve guidance and counseling services.

DESCRIPTION OF PROGRAM:

Taos is a city of 11,000 with minority groups composing 86% of the population. Spanish-surnamed comprise 82% of that group, and Indian 4%. The city's economy depends on the tourist trade and the surrounding farming community. Forty-six percent of the families have incomes below the poverty level. Seventy percent of high school graduates do not go on to higher education.

The local school district serves 3,060 children, with 1,571 in grades 1-6, 776 in grades 7-9, and 713 in grades 10-12. The entire school district will be included in the career education project.

Elementary Component: A career awareness coordinator will make a search for materials and new approaches and will work with a committee of teachers to revise the elementary school curriculum. During July of 1972 the committee will work full-time to structure a complete program in grades K-6. In August of 1972 the school district will conduct a three-day workshop for all teachers. During September through November, further workshops will be held as needed, as well as periodically during the school year. The career education program will be operated in all five of the elementary schools in the district during the 1972-73 school year.

Job Preparation Component, Grades 10-12: The cooperative education and work experience program will be expanded. A three-day inservice training program, including involvement of local business people, will be implemented by the project director and State Department staff. All school staff will be included in the inservice program if possible.

Guidance and Counseling Component: All six counselors in the system will be provided three weeks of intensive inservice training during August of 1972. Consultants from the University of New Mexico and the State Department of Education will assist in the planning and operation of the inservice program. During the 1972-73 school year, the six counselors will carry on a complete and articulated model program of guidance and counseling at all grade levels.

Placement Component: A placement service will be established in the senior high school. The placement officer will also serve as project director. Canvasses will be made of potential employers and a current file of job opportunities will be maintained. The placement service will provide recommendations to the district's curriculum committees regarding revisions and improvements in the ongoing educational program.

STATE AND PROJECT NUMBER: New York, V261054L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. John Surra
Program Manager - Career Education
State Department of Education
Room 1619, 99 Washington Avenue
Albany, New York 12210

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $591,380

DURATION: January 6, 1972 to July 5, 1973

SITE INFORMATION:

One of the community school districts in the City of New York will be the project site in New York receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. New York City is a dynamic multi-diversified and commercial city with a population of about 7,784,900. While New York City has a substantial number of middle income families, there is a special urgency to provide a massive effort for more than one-quarter of the population designated as disadvantaged. The city's economy is diversified and includes a variety of types of manufacturing, as well as distribution and service occupations. The community school districts of the city enroll about 880,865 pupils in grades K-9, 228,620 in grades 10-12, and 25,813 ungraded. For purposes of the career education project, the community school district selected enrolls about 36,980 in grades K-9. Twenty-three elementary schools and four junior high schools are involved with totals of 1,785 teachers, 37 counselors and 36,980 pupils. The career education project will include the following components:

DESCRIPTION OF PROGRAM:

Elementary School Component: An occupational and career awareness coordinator will be employed to coordinate the entire effort in the 23 elementary schools. The coordinator will select a committe composed of outstanding teachers from each grade level 1-9, and will work with these teachers in exploring potential revisions of the existing elementary school curriculum in order to incorporate career awareness experiences in the elementary grades and to refocus the elementary subjects around the career development theme. Workshops will introduce teachers to the overall program as well as to the specific techniques and materials to be used at each grade level.

Secondary-Postsecondary Component: The secondary-postsecondary component for this model relates to the textile apparel field, since it represents a good opportunity for employment. It will provide for

articulation of courses between the High School of Fashion Industries and the Fashion Institute of Technology. At present the High School offers nine related courses and the Institute of Technology offers twelve courses.

Guidance and Counseling Component: A placement service will be established in the High School of Fashion Industries. A placement officer, a paraprofessional, and a secretary will be employed to staff the placement service. The placement officer will work in cooperation with the guidance counselors, the cooperative education coordinators, the vocational teachers, and the employment security agency. A current file of part-time and full-time job opportunities will be established and maintained. The placement service will seek to insure that students graduating are placed in a job or encouraged to continue their specialization at the Fashion Institute of Technology. A similar post with supporting staff will be established at the Fashion Institute of Technology. The placement service will provide the school district's curriculum committees with recommendations for needed revisions and improvements in the ongoing educational program.

STATE AND PROJECT NUMBER: North Carolina, V261016L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Charles H. Rogers
Director, Research Coordinating Unit
Department of Public Instruction
Raleigh, North Carolina 27602

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $294,703

DURATION: January 6, 1972 to July 5, 1973

SITE INFORMATION:

Caldwell County is the project site in North Carolina receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. The county seat is Lenior. The local public educational complex consists of Caldwell County Elementary and Secondary School Administrative Unit, Lenoir City Elementary and Secondary School Administrative Unit, and Caldwell Community College and Technical Institute. All three administrative units are located in Lenoir.

DESCRIPTION OF PROGRAM:

Caldwell County Elementary and Secondary School Administrative Unit:

Caldwell County is an industrial-business-agricultural area with a population of 56,500. The County enrolls 12,251 students in grades 1-12. The Lenoir City Elementary and Secondary School Administrative Unit enrolls an additional 1,960 students in grades 1-12. For purposes of this project, 1 kindergarten, 17 elementary schools (1-8), 1 middle school (7-9), and 5 senior high schools (9-12) have been identified as the project site. These schools include 46 students and 2 teachers in kindergarten; 9,918 students, 368 teachers, and 1 counselor in grades 1 to 8; 460 students, 23 teachers, and 1 counselor in grades 7-9; 3,833 students, 168 teachers, and 7 counselors in grades 9-12; and 508 students, 60 teachers, and 2 counselors in grades 13 and 14. The career education project in Caldwell County and Lenoir will include the following components: career awareness (grades K-3); career information (grades 4-6); career exploration (grades 7-9); career preparation (grades 10-12); career specialization (grades 13-14); career guidance and counseling (grades K-14); and career information, placement, and followup (grades 10-14). Each component is summarized below:

Career Awareness (Grades K-3): Learning experiences will be provided which will expand the perceptual base of the individual child in all aspects of the world of work and which will increase students' self-awareness and develop favorable attitudes about the personal, social, and economic dignity of work. Special emphasis will be placed on developing meaningful hands-on learning activities.

Career Information (Grades 4-6): Students will continue the exploration of an ever widening range of occupations, and the emphasis of program activities at this level will become more action oriented. Group guidance will be designed to help the students understand and appreciate the meaning of work.

Career Exploration (Grades 7-9): Career information, laboratory, and other exploration activities will be integrated in all subject areas. A comprehensive guidance program which is an integral part of the total educational program involving all school personnel and coordinated by a guidance specialist will be provided. In addition, the exploration of basic skills in occupational clusters will introduce students to occupational options, will permit more hands-on experience with tools, and will emphasize the relationship of laboratory experiences to occupational possibilities.

Career Preparation (Grades 10-12): The emphasis on incorporating occupational relevancy into subject matter areas will be continued. Intensive guidance and counseling will attempt to facilitate the development of each student commensurate with his career objective. Special attention will be placed on developing an adequate "pre-technical" program for students at this grade level.

Career Specialization (Grades 13-14): Programs at both the vocational and technical level will be available at the community college. The institution will admit high school graduates or those who are at least 18 years of age into an appropriate educational program. Guidance and counseling services will be provided to assist each applicant with a program for which he is most qualified. Continuing counseling services will be provided the student in the selection of courses to meet his educational and career goals.

Career Guidance and Counseling (Grades K-14): Guidance and counseling will be the key interlinking feature of the entire project. It will be the most comprehensive of all of the components and will serve to unify the other components. This guidance and counseling component will take advantage of the existing personnel and facilities. It will place strong emphasis on preparing all teachers to function in a guidance role.

Career Information, Placement, and Followup (Grades 10-14): A placement center and an information center will be established. The placement center will insure that all exiting students are placed in a job, a post-high school occupational education program, or a baccalaureate program. Another responsibility of this component will be to develop and refine a system for obtaining information which is necessary for continuous career education planning, continuous improvement of career guidance objectives and design, and increased effectiveness of career guidance and counseling.

STATE AND PROJECT NUMBER: North Dakota, V261005L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Robert Lamp, Supervisor of Vocational Guidance
State Board for Vocational Education
900 East Boulevard
Bismarck, North Dakota 58501

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $35,229

DURATION: February 14, 1972 to August 13, 1973

SITE INFORMATION:

The City of Bismarck is the project site in North Dakota receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. The Part C funds will be used in conjunction with the federally-administered discretionary funds under Section 142(c) of Part D to enhance Bismarck's ongoing exemplary career education project.

DESCRIPTION OF PROGRAM:

Bismarck is a community of approximately 35,000 persons. Because it is the State Capital, its major business is State Government. It enrolls 8,241 students in grades K-12. For purposes of this project, three junior high schools and one senior high school have been identified as the project site. These schools include 2,301 students, 97 teachers, and 3 counselors at the junior high school level, and 1,813 students, 80 teachers, and 3 counselors at the senior high school level. This career education project in Bismarck will include a guidance and counseling component and a placement component. Each component is summarized below:

Guidance and Counseling Component: An additional counselor and placement officer (career advisor) will be employed. The career advisor will be responsible for working cooperatively with the regular Bismarck counselors and with the State Education Agency to develop a model for (1) an occupational resource center, (2) the provision of occupational guidance to students in grades 9 through 12 and to dropouts, and (3) inservice programs for local school personnel.

Placement Component: The career advisor will also be responsible for developing a model placement service in cooperation with school counselors, the State Education Agency, and other appropriate government and business agencies. This service will include provisions for placing students in training programs, whether they be short intensive training programs for job entry skill or postsecondary vocational-technical programs; baccalaureate degree programs; or initial job placement.

STATE AND PROJECT NUMBER: Ohio, V261033L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Cecil O. Tower
Division of Vocational Education
Department of Education
65 South Front Street, Room 613
Columbus, Ohio 43215

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $459,697

DURATION: January 6, 1972 to July 5, 1973

SITE INFORMATION:

The cities of Akron, Cincinnati, Dayton, and Toledo are the project sites in Ohio receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. In each city, the funds will be used in conjunction with the State-administered discretionary funds under Section 131(b) of Part C as well as with State and local funds.

DESCRIPTION OF PROGRAM:

Each of the project sites will focus their efforts toward:

1. Components designed to increase the self-awareness of each student and to develop in each student favorable attitudes about the personal, social, and economic significance of work.

2. Components at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

3. Components at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

Akron:

The city of Akron like much of the rest of the country is experiencing a rapid change in the characteristics of its labor force. The demand for factory workers is decreasing while the demand for service-oriented workers at all levels is increasing. Such a shift mandates that the Akron City Schools complete the development of a comprehensive career development program affording a breadth of preparation. For purposes of this project, two elementary schools, four junior high schools, and two junior-senior high schools have been identified as the project site. These schools include 2,065 students at the elementary level; 164 members of the professional staff and 3,500 students in grades 7-8; and 1,861 students in grades 9-10. The career education project in

Akron will include the following components: Elementary (World of Work) Component, Career Orientation Component, Career Exploration Component, and the Guidance and Counseling Component.

Elementary (World of Work) Component: This program emphasizes unifying a variety of occupations with the curriculum at all grade levels. The elementary curriculum provides the basic framework with appropriate texts and learning materials that are occupationally oriented. Career education activities such as field trips to job sites, utilization of local resource people representing a variety of careers as classroom consultants, and other classroom projects will be developed and implemented by each classroom teacher.

Career Orientation Program 7-8: In each of the selected schools a Career Resource Teacher will assist the total teaching staff to integrate concepts related to occupations with existing subject matter. Career materials such as films, filmstrips, video tapes, and career kits will be utilized in the classroom subjects to supplement the career efforts of the teacher. In cooperation with business and industry, visitations to actual occupational areas will be conducted and local consultants will present occupational information to the students. The industrial arts, home economics, and art classroom activities will stress performance of skills required in selected occupations related to the subject area.

Career Exploration Program 9-10: A career chairman will be responsible for planning and coordinating career activities in close cooperation with local business and industry in the community. In addition to relating subject matter to occupations and providing hands-on experiences in selected career clusters, this component offers students the opportunity to spend a period of time during their regular school day in an on-the-job assignment in relationship to a career cluster selected.

Guidance and Counseling Component: At each level, K-6, 7-8, 9-10, counselors will work with students and staff to foster the success of this total program. Guidance and counseling is an integral part of the Career Development Program. Much of the counselors' time will be devoted to group and individual guidance sessions as well as to various testing programs. The supplemental instruction material such as filmstrips, films, cassette recordings, etc. that will be utilized are predominantly guidance oriented and will be available to both the teaching staff and the counselors.

Cincinnati:

Cincinnati is a typical large metropolitan school district with usual financial, cultural, and pupil underachievement problems. Total enrollment in the Cincinnati Public Schools in 1970-71 was 82,355. For the purposes of this project, two elementary schools, five junior

high schools, and one high school (grade 10 only) have been identified as the project site. These schools include 1,079 students and 52 teachers at the elementary level; 3,637 students, 160 teachers, and 7.5 counselors at the junior high level; and 482 students, 17 teachers, and three counselors in grade 10. The career education project in Cincinnati will include the following components: World of Work, Career Orientation, Career Exploration, and Guidance and Counseling Component.

Elementary (World of Work) Component: All activities having to do with the world of work will be integrated into the standard Cincinnati Public School elementary curriculum. The program will consist of teacher-conducted activities for the most part. Roughly 20 hours per year of large group activities will be planned and conducted. In addition, teacher aides will assist with activities.

Career Orientation: "The World of Construction" and "The World of Manufacturing" will be substituted for the traditional industrial arts courses. Trial curricula developed in Cincinnati will be substituted for traditional Home Economics. This curriculum embraces the "worlds" of Fabrics, Hotel-Motel, Foods, Child Care, Interior Design and Decoration, Nursing and Supportive Health Services. Both boys and girls will be encouraged to elect any of the "worlds" at either grade level. Simulated companies and role playing have been worked out for each curriculum. Every academic subject area teacher in grades 7 and 8 in the pilot schools will provide career development learning activities appropriate to that subject. An approved list of community resource people is also available.

Career Exploration: A reorganization of the educational program for all ninth and tenth grade pupils will schedule blocks of time for career exploration. These will be 2-hour blocks in the tenth grade at the Technical High School and one-hour blocks in the ninth grade at the Junior High School. All pupils will participate in at least three and potentially as many as six "hands-on" exploratory job clusters for at least one hour per day and for a minimum of ten weeks.

Guidance and Counseling Component; This entire project is a guidance effort. Its intention is to give counselors and pupils experimental and observable data upon which better choices can be made both of further education and of personal occupational goals. The consultant to the elementary component is a guidance specialist. In the other components, counselors will chair the evaluation or coordinating committees. About half the materials to be purchased are guidance materials for use of teachers and counselors alike in a coordinated effort to provide information to pupils.

Dayton:

Dayton is a highly industrialized city with a population of approximately 275,000. Manufacturing, printing, government, distribution, and services occupations blend to form a rather diversified economy. Dayton city schools enroll approximately 56,000 students in grades K-12.

For purposes of the career education program, ten schools have been identified as component sites, involving about 4,500 students. These schools include 231 teachers and 12 counselors. The career education project in Dayton will include the following components: a world of work component (K-6), a career orientation component (7-8), a career exploration component (9-10), a guidance and counseling component (K-10), and a placement component.

World of Work Component (K-6): This component is designed to orient students to the world of work, to increase their respect for the dignity of work, and to provide them with an opportunity for "hands-on" exploratory experience. The career orientation activities will be integrated into the regular curriculum at all grade levels. Counselors will assist teachers in obtaining current information about the world of work and will provide group and individual guidance services.

Career Orientation Component, (7-8): This component is designed to expose junior high school students to the world of work through field trips, speakers, and "hands-on" exploratory activities. Occupational exploration will be incorporated into both the academic and the pre-vocational subjects available in the junior high schools. Each participating junior high school will have a chairman to supervise the implementation of the component in his assigned school. Counselors will provide expertise on resource materials, testing, job interviews, and career information.

Career Exploration Component, (9-10): All ninth and tenth grade students will participate in this component. During the ninth grade, all students will explore four of a possible 13 career clusters for a total of 300 hours of occupational exploration. At the end of the ninth grade, students will select an occupational area for in-depth exploration in the tenth grade.

Guidance and Counseling Component,(K-10): Pre- and in-service sessions will emphasize personal and group guidance methods and techniques that can be used by the classroom teacher. Through the guidance effort students will be able to identify better their interests, aptitudes, and attitudes in terms of occupational areas. Students will begin to determine an occupational objective for themselves and will learn how to set goals and how to make decisions in order to reach their occupational goals.

Placement Component: Four vocational counselors will work with each high school in placing students. The counselors will work with local businessmen to identify potential job openings, to provide career information, and to develop educational program information.

Toledo:

Toledo is an industrial city with a population of approximately 385,000. The city's economy is diversified and includes a variety of manufacturing, distributing, service, and professional occupations. The Toledo City Public Schools enroll approximately 62,000 students in grades K through 12. For purposes of this project, one elementary school, two junior high schools, and one senior high school have been identified as the project site. These schools include 941 students and 27 teachers in grades 1-6; 1,417 students, 3 counselors, and 61 teachers in grades 7 and 8; and 1,550 students, 63 teachers, and 7 counselors in grades 9 and 10. The career education project in Toledo will include the following components: an elementary school component, a junior high school component, a high school component, a guidance and counseling component, a vocational and job training component, a placement component, and an evaluation component.

Elementary School Component: A career awareness coordinator will be employed part-time to coordinate the elementary school program. The coordinator will select a committee of interested teachers from each grade level, K-6, and will work with these teachers to plan class activities, speakers, and field trips for their respective grades. The committee will meet weekly during the school year to explore potential revisions in the elementary school curriculum in order to incorporate a career education development theme in every subject at each grade level. Each class, K-6, will spend 5 to 6 hours a week on a variety of student-centered hands-on activities designed to help students develop healthy attitudes about work. The coordinator will work with teachers to plan group guidance sessions for students at all grade levels.

Junior High School Component: A career orientation counselor will be employed to coordinate and administer this component. During the summer months the entire faculty will have departmental meetings to select areas of concern and study for their respective departments. Departmental representatives will be selected to participate in a one-week workshop with the coordinator to prepare materials for distribution to teachers. The curriculum materials will assist teachers to integrate career orientation into their regular curriculum. The curriculum committee will continue to meet throughout the school year on an "as needed" basis to expand and revise curriculum materials.

Eighth grade students will participate in a special career exposure and guidance program for one class period per day for a twelve week period. In the spring an additional two weeks of career exposure will be incorporated into the school calendar by arranging for each student to tour a minimum of four local industries and businesses.

High School Component: A Career Exploration Counselor will be employed to coordinate a career development program for grades nine and ten. The coordinator will work with a committee of interested ninth and tenth grade teachers as well as with a community advisory committee. Both committees will work with the coordinator in planning potential revisions of the existing high school curriculum in order to incorporate career education and exploration activities into the regular curriculum. Students will explore careers and occupations which relate to their school subjects.

Guidance and Counseling Component: Two additional counselors will be employed--one for the junior high and one for the senior high school level. The guidance and counseling component is to provide all students, K-12, with guidance and instruction designed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.

Vocational and Job Training Component: At the end of the tenth grade, students will have an opportunity to pursue an educational program which will lead them to higher education or to employment after graduation. Students selecting vocational education during the 11th and 12th grades may acquire in-depth training which will prepare them for employment.

Placement Component: A placement coordinator will be employed. He will canvass potential employers for students who wish to work part-time while continuing in school and for those who wish to work full time. A current file of part-time and full-time job opportunities will be established and maintained. Local businessmen will receive a list of all seniors which will indicate their areas of study.

Evaluation Component: Continuous evaluation of all components of the project will be made to determine and measure student growth in relation to the approaches used in the project. Revisions will be made where a need is indicated.

STATE AND PROJECT NUMBER: Oklahoma, V261031L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. William D. Frazier
Director, Research Coordinating Unit
State Department of Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $132,525

DURATION: January 3, 1972 to June 30, 1973

SITE INFORMATION:

In Oklahoma, the Sand Springs Public Schools will develop and implement an elementary career awareness program, a career orientation and exploratory program for grades 7-9, and a placement service. In addition, the district will improve guidance and counseling services at all grade levels.

Sand Springs is an industrial city with a population of approximately 15,000 within the city limits and 20,000 more in contiguous areas. Because of their proximity, the total industrial and business community of the Tulsa area combines with that of Sand Springs to offer employment ranging from the service trades to complex professional and technical occupations. Unemployment is not a significant problem. Minority groups constitute less than 5% of the total community population.

DESCRIPTION OF PROGRAM:

The Sand Springs School District enrolls about 5,000 children in grades K-12, with 7 elementary, 2 junior high, and 1 senior high school in the system. The school population is so distributed that an almost equal mix is noted in the economic and social makeup of each school's attendance zone.

In addition to a project director, a graduate research assistant will be hired to work in the State Department of Education. He will search for relevant materials and will develop instruments to measure student outcomes and test effectiveness of project components.

Elementary Component: A coordinator/counselor will work with the graduate research assistant in identifying materials and approaches. A committee of teachers will work with the coordinator to revise the elementary curriculum. A June workshop will be held to provide inservice education for all personnel involved in the career development project. Curriculum materials will be developed and procedures for working with the entire faculty will be clarified. In August, the district's usual pre-school workshop for elementary teachers will be devoted to career education and will be used to introduce all teachers to the program. During the 1972-73 school year, the program will be operated at all seven of the elementary schools.

Junior High Orientation and Exploration Component: The project director will concentrate his efforts at the junior high level to redirect programs toward orientation and exploration of career opportunities. In coordination with the State industrial arts supervisor, the district's industrial arts program will be reorganized to offer exploratory experiences in various occupational clusters. The home economics State supervisory staff will work with the project director and the local home economics teachers to offer exploratory experiences within these courses. The State supervisor of health occupations education will assist in including those occupations. The possibility of initiating a course dealing with all levels of occupations and professions will be investigated.

Guidance and Counseling Component: A career awareness coordinator/counselor and three other counselors will be hired to help implement the project. Four weeks of inservice training will be provided during the summer of 1972, including opportunities for the counselors to explore the world of work. The possibility of a cooperative effort with the Tulsa Public Schools will be explored. A number of businessmen will be contacted to work with the counselors in the workshops. During the school year of 1972-73, a complete and articulated model program of guidance and counseling will be carried on from grades 1 to 12. Project VIEW materials will be utilized.

Placement Component: A placement officer and a paraprofessional will work with the school staff and Employment Security to implement a placement service. Canvasses will be made of potential employers, and a current file of job opportunities will be established and maintained. The service will provide the district's curriculum committees with recommendations for improvements and revisions in the ongoing educational program.

STATE AND PROJECT NUMBER: Oregon, V261021L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Dan Dunham
Coordinator of Applied Research
Career Education Division
Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $94,491

DURATION: January 19, 1972 to July 18, 1973

SITE INFORMATION:

The Portland School District No. 1 in Multnomah County will establish a demonstration, testing, and development site for career education. Portland is the largest city in Oregon, with a population of approximately 380,000. Minority groups represent 10% of that population. About 14% of the families have incomes below the poverty level. The city's economy is diversified, including a variety of manufacturing, distributive, and service occupations.

DESCRIPTION OF PROGRAM:

School District No. 1, which includes all the Portland Public Schools, enrolls about 75,000 students in grades K-12. For the purposes of this project, the subdistrict Area II has been selected, with 29 elementary schools servicing 14,350 students in grades K-8; 3 community high schools serving 5,399 students in grades 9-12; and two technical high schools serving 2,541 in grades 9-12 from the whole school district. Within this subdistrict, one community high school and its 6 feeder schools containing grades 7-8 have been selected as the project site. Approximately 2,062 students and 128 teachers will be involved in the project.

While the project will develop an overall articulation plan for grades K-12, and will improve guidance and counseling at grades 7-10, the primary focus will be on the planning, development, and implementation of a program of career orientation and exploratory experiences at grades 7-10. The 6 feeder schools are all involved in the implementation of a K-6 career awareness program; and at the high school level, an alternative program for grades 9-10 has been developed to reduce the dropout rate. A career guidance and counseling program has been implemented. Thus the real need in this area is for an exploratory program at grades 7-10 to enable students to make informed choices regarding a career cluster at grade 11.

Overall Articulation Plan: The project will include the development of a plan to articulate all components of the career education program from grades K-12. This will include detailing the program for grades 7-10.

Career Orientation and Exploration Component, Grades 7-10: As a part of program development at this level, career exploration concepts, ideas and activities will be infused into the regular instructional program in such subject areas as English, science, math, and physical education. The subject area teacher will become a participant in the guidance and counseling process as teaching strategies are changed to accomplish the infusion of career exploration activities. Special units which emphasize a focus on career exploration will be developed in existing occupationally related areas including Industrial Arts, Business Education, and Home Economics.

Guidance and Counseling Component: This project will provide for the retraining of existing guidance and counseling staff in the project schools to develop in each the capacity necessary to implement project objectives related to guidance and counseling. The guidance and counseling staff will identify desired student outcomes in terms of career choice and will supervise the infusion of the guidance and counseling process into the instructional program. In addition, special group guidance procedures will be developed for grade 7 and 8 with an emphasis on the development of a positive self-concept, the development of the capacity to assess interests and ability as these relate to career choice, and the provision of experience in tentative goal setting and choice making. At grades 9 and 10 group guidance activities will focus on the development of capacity for the formulation and expression of self-occupational awareness, will provide related field experiences outside the school setting, and will provide for the further refinement of the self-concept, self-awareness dimensions.

STATE AND PROJECT NUMBER: Pennsylvania, V261055L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Ferman B. Moody
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Harrisburg, Pennsylvania 17111

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $498,124

DURATION: January 17, 1972 to July 16, 1973

SITE INFORMATION:

Meadville, Philadelphia, Ebensburg, and McKeesport are the project sites in Pennsylvania receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Meadville:

Meadville is a rural community in northwestern Pennsylvania with a population of approximately 18,691. The area is being developed as a major recreational center in the western portion of the State. The five school districts in the Meadville area serve a student population of 12,309 in grades K-12. For purposes of this project, seven elementary schools have been identified as the project site. These schools include 2,008 students, 95 teachers, and 2 counselors. The career education project in Meadville will include an elementary school component, a guidance and counseling component, and an evaluation component. Each component is summarized below:

Elementary Component: This component is designed to develop and implement a model career-oriented curriculum for use in grades K to 6. The curriculum will be developed around 15 occupational clusters by teams comprised of teachers and guidance counselors. Consultants and an advisory committee from the community will also have an input into curriculum which will focus on career awareness, self-awareness, and the personal, social, and economic significance of work. More specifically, this component will (1) integrate career and self-awareness with the basic academic program of the K-6 grade levels, (2) expose each student to a range of career clusters, (3) individualize the learning program for each student, and (4) demonstrate the feasibility of using existing computer facilities for storage and retrieval of career-oriented curriculum.

Guidance and Counseling Component: A guidance coordinator and guidance counselors will be involved in the curriculum development effort to help the teachers to include self concept as part of the

curriculum content and as a part of the child's activities and experiences.

Evaluation Component: An outside evaluator will be contracted to assess the effectiveness of the curriculum, particularly in relation to the specific awareness level reached by a student or a group of students.

Philadelphia Public School District:

Philadelphia, a city of 1,950,000 people, has a diversified employment base and a wide range of industrial, manufacturing, business, government, service, and distributive occupations. It enrolls approximately 290,000 students in grades K-12. For purposes of this project, one junior high school has been identified as the project site. The school includes 491 students in the 7th grade, 452 students in the 8th grade, and 458 in the 9th grade. There are 64 teachers and 4 counselors at the school. The career education project in the Philadelphia Public School District will include the following components: a field exploration component, a curriculum development component, and a guidance and counseling component. Each component is summarized below:

Field Exploration: A career education specialist will be employed to plan field trips to local factories and businesses for at least two classes (about 65 students) each day. He will also help with appropriate preparatory and followup activities. These trips should provide students with observations and hands-on experiences which can be incorporated in all curriculum areas. The field trips will serve to give the students a more realistic sense of the world of work and will become a mechanism for integrating career awareness into the basic curriculum.

Curriculum Development Component: Curriculum in all areas of basic education will undergo extensive review and restructuring to focus it around a career education theme. Under the direction of the principal and the career education coordinator, the school's counseling and teaching staff will participate in career education curriculum development and implementation. The primary developmental activity will be a workshop during the summer of 1972 during which a team of project and school staff members will write curriculums. The school faculty as a whole will be introduced to new curriculums during faculty meetings and professional development days.

Guidance and Counseling Component: Two additional counselors and two counselor aides will be employed to work with the present staff and particularly the career education specialist to: (1) develop opportunities for exploratory experiences for all pupils in each occupational cluster, (2) use both individual and group counseling techniques in a systematic way which help students to assess their personal interests, abilities, and goals, (3) assist students to learn decisionmaking skills, (4) maintain an individual educational and career planning record for each pupil and, (5) provide career counseling services for those students who leave school.

Ebensburg:

The Borough of Ebensburg is the county seat of Cambria County and the location of the Admiral Peary Area Vocational-Technical School. The attendance area of the vocational-technical school includes five school districts. The 15 townships and 16 boroughs included in the vocational-technical school's service area are primarily residential centers with population clusters of less than 5,000. The area's economy is comprised of industrial, commercial, mining, and agricultural components. For purposes of this project, an area vocational-technical school and five feeder academic schools have been identified as the project site. The area vocational-technical school will include 804 students in grades 10 through 12, 22 teachers, and 2 counselors. The five high schools include 4,856 students in grades 9-12 and 12 counselors. The career education project will have the following components: a flexible scheduling component, a curriculum modification component, and a guidance and placement component. Each component is summarized below:

Flexible Scheduling Component: A flexible modular scheduling system will be developed for the students attending the area vocational-technical school to permit a much larger number of career offerings. In addition, approximately 3,200 students in the 5 feeder schools will participate in a modular scheduling system. The scheduling arrangement will utilize the educational module (or unit) descriptions and computer programs previously developed for vocational-technical schools. These modules, when put together, will allow the student and counselor to plan an occupational program suited to the abilities and aspirations of each individual student. Additional practicum modules will be developed for the academically oriented student where existing modules are inadequate.

Curriculum Modification Component: Labor analysts will review job requirements outlined in the Dictionary of Occupational Titles and match the requirements of each job against educational modules already developed for the 20 programs in the vocational-technical schools. This match will yield identifiable, individual programs for about 2,500 job titles.

Each student will select career objectives. His counselor or teacher advisor will help him to determine entry-level skills and knowledges required for entry into the occupational area(s) which is/are of interest to him. The requirements will be expressed in terms of skill and knowledge units which will become the occupational program tailored to the student's interests. Elective units will be available which add depth to the individual's occupational program. When a student changes his occupational goals he may add required and elective units--he will not need to begin again in a new program. Units will be continually added as needed to accommodate new career choices or technological change. Special units will be included for student exploration of an occupational area not previously available and for student work experience, apprenticeship or other individual experience. Teachers will be shown during inservice training methods

of developing and implementing additional skill units using behavioral objectives.

Guidance and Placement Component: This component is designed to increase the understanding of counselors in career development theories and practices. Counselors will visit industries during the school year and will compile information about each occupational area in a booklet.

Placement will be an integral part of the program. Students will be placed in work experience situations when such "hands on" experience would benefit his educational program. Graduates and exiting students will be placed in jobs commensurate with their completed training while other students will be assisted to find additional postsecondary level training. Students will also be assisted in finding part-time and summer employment. A followup record of all placements will be maintained.

McKeesport Area School District:

McKeesport is an industrial city which is part of the Pittsburg industrial complex. The school district comprises McKeesport and five other communities and has a population of 55,000 people. The school enrollment is slightly over 10,000. For purposes of this project, 16 elementary schools, one junior high school, and one senior high school have been identified as the project site. These schools include 5,000 students and 4 counselors in grades K-6, 1,425 students and 3 counselors in grades 7-9, and 2,500 students and 5 counselors in grades 10-12. These schools employ 461 teachers. The career education project in McKeesport will include the following components: an elementary school component, a junior high school component, a senior high school component, and a guidance and placement component. Each component will be summarized below:

Elementary School Component: Opportunities in the present curriculum to include career awareness activities will be identified and developed by faculty committees. These activities will be made available to the total staff for inclusion in the curriculum. In addition, teachers at each grade level will develop and implement a unit in career education. Grades 1, 2, and 3 will each deal with five occupational clusters so that in three years 15 clusters will be covered. The same units will be taught again in grades 4, 5, and 6, but in an increasingly more sophisticated manner. Teachers will be provided inservice training to orient them to career education.

Junior High School Component: Each subject area will be assigned specific vocational areas related to the content of the subject field. Each student will be provided the opportunity to explore an occupational cluster each year. The exploration of the cluster will include classroom instruction, field observation, and some hands-on experience wherever possible.

Senior High School Component: Each student will be encouraged to identify a single occupational cluster which interests him. His program of study will be geared to this occupational cluster. During his senior year he will have an opportunity to have a work experience of at least nine weeks in an occupation in his chosen cluster. If a student chooses a cluster that cannot be handled in a work experience situation or if he is unable to decide upon a cluster, he will be given an opportunity to spend nine weeks in one of a variety of social services which will be made available.

Guidance and Placement: In the elementary section of the project, counselors will explain to teachers the need to include career education information in the curriculum. At the junior high school level, counselors will work closely with the students in an effort to relate the occupational clusters explored to the interests and abilities of the students. Three additional guidance counselors will be employed. Two will be assigned to the senior high school and one will serve as a placement officer.

The placement officer will coordinate and direct all cooperative education experiences, work experience programs, placement of students in summer jobs, and placement in regular employment of those students not going to college or taking advanced training upon their completion of the 12th grade.

STATE AND PROJECT NUMBER: Rhode Island, V261038L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Orrin La Ferte
Project Director, Career Education
State Department of Education
Roger Williams Building
24 Hayes Street
Providence, Rhode Island 02908

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $36,583

DURATION: March 15, 1972 to September 14, 1973

SITE INFORMATION:

The City of East Providence has been selected as the project site in Rhode Island to receive FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. The city is across the Providence River from the Capitol City and is bounded on the remaining sides by other cities. Its population is about 48,000. While only 3.5% of the population belongs to a nonwhite ethnic group, 8.5% of the city's inhabitants are foreign born.

DESCRIPTION OF PROGRAM:

For the purpose of this project, two out of the twenty-one elementary schools, and the senior high school will be involved in implementing career education. This will include a total of 3,378 students. Each component is summarized below:

Elementary Component: One of the two elementary schools will be utilized as a control group and the other will participate in the career awareness program. The curriculum will be totally revised with career orientation and exploration as its core. All academic skills will be taught using career oriented techniques and materials. The staff will utilize materials and techniques developed at Northern and Eastern Illinois Universities. Pre- and post-testing of students in both groups will help to determine the effectiveness of the various materials. An elementary career awareness coordinator will direct the effort at this level.

Secondary Component: Control and experimental groups will be selected from the junior and senior high schools participating in the project. The experimental group will receive a totally career oriented curriculum conceptually the same as the elementary program. Academic subject matter will be related to the particular goal of each individual.

Guidance, Counseling, and Placement Component: One counselor from each staff at the junior and senior high schools will be assigned to the experimental groups. These counselors will handle developmental and behavioral problems with teachers performing the more routine vocational

guidance functions. The counselors will act as consultants to the teachers and will also coordinate the out-of-school exploratory activities of the students in the community. A placement person will be employed to place graduates or dropouts in suitable employment or training and to develop a series of community-based exploratory employment situations for secondary students. In addition to hands-on exploratory experiences in field work sites, students will engage in work sampling activities in the industrial arts and vocational shops before going into the community.

Staff Training: All teachers, counselors, and administrators involved in the project will be trained in a four-week summer workshop at Rhode Island College. Teachers will be taught vocational counseling techniques, methods for adapting existing academic subject matter to the career design, and techniques in individualizing instruction and in contractual learning. Three two-day workshops during the school year will enable followup and renewed learning. Participants will receive six hours of graduate credit for the program.

State Administrative and Support Program: A separately-funded program at the State level will provide administrative, curriculum development, and training support. The East Providence project is part of a statewide program to implement career education; and the State project director will coordinate the development of the concept around the State. He will coordinate special consultants; third-party evaluation; inservice workshops; and the formation of a statewide task force of teachers, counselors, administrators, State Department staff, and teacher educators to develop guidelines for the career education program both within the project site and within the subsequent Statewide development and implementation phases.

STATE AND PROJECT NUMBER: South Carolina, V261009L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Gary J. Lashway, Director
Research Coordinating Unit
Office of Vocational Education
202 Rutledge Building
Columbia, South Carolina 29201

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $161,613

DURATION: January 14, 1972 to July 13, 1973

SITE INFORMATION:

The town of Batesburg, located in Lexington County School District No. 3, is the project site in South Carolina receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Lexington County School District No. 3, a rural school district, enrolls 2,772 students in grades K-12. For purposes of this project, one middle school (grades 5-8) and one senior high school (grades 9-12) have been identified as the project site. These schools include 900 students and 42 teachers at the middle school level; and 775 students, 36 teachers and 2 counselors at the senior high school level. In addition, all third grade students, 235 youngsters, in the District will participate in the elementary career education focus. Also the entire faculty of 130 teachers will have some involvement in the project along with the regular counselors. The career education project in the Lexington County School District No. 3 will include the following components: an elementary and middle school component, a guidance and counseling component, and an occupational training component. Each component is summarized below:

Elementary and Middle School Component: The third and sixth grade levels have been identified as the grade levels for which a program will be developed. The program will consist of a series of filmstrips and records designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work. A career awareness coordinator will be employed to coordinate this effort. Activities will include identification of occupational clusters and sub-clusters to be utilized. Teams of elementary, middle school, and vocational education teachers will be involved in identifying subject matter and presentation approaches.

Grade levels 7 through 10 will be involved in exploratory experiences. Grades 9 and 10 will be provided "hands-on" experiences through the pre-vocational program presently being developed by the Office of Vocational

Education of the South Carolina State Department of Education. Teachers from grade levels 7 and 8 will be involved in the development of teacher guides designed to provide information about suggested techniques and activities, including community resources, which can be used to provide career orientation experiences.

Guidance and Counseling Component: Guidance counselors will be employed for the middle school and a guidance coordinator will be employed to coordinate the activities of all guidance functions. All guidance counselors and selected elementary, middle and senior high school teachers will develop guidance handbooks for each level detailing activities appropriate to career orientation and exploration.

Occupational Training Component: Occupational training programs will be initiated at the 11th and 12th grade. A survey of employment opportunities in the area surrounding the project site along with a survey of graduates and dropouts will be conducted to determine which occupational areas should be added.

STATE AND PROJECT NUMBER: South Dakota, V261001L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Roy Ziegler
Assistant State Director
of Vocational Education
222 West Pleasant Drive
Pierre, South Dakota 57501

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $35,594

DURATION: February 9, 1972 to August 8, 1973

SITE INFORMATION:

The City of Sioux Falls is the project site in South Dakota receiving special funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Sioux Falls is an agricultural community of about 80,000 and it serves as a wholesaling and retailing center for the surrounding area. The local schools enroll about 18,500 pupils in grades K-12. For purposes of this project, two elementary schools, one junior high school, and one senior high school have been identified as the project site. These schools include 777 students, 28 teachers, and 1 counselor at the elementary level; 986 students, 55 teachers, and 2 counselors at the junior high school level; and 2,393 students, 116 teachers, and 5 counselors at the senior high school level. The career education project in the Sioux Falls Public School District will include the following components: an elementary school component, a guidance and counseling component, and a placement component. Each component will be summarized below:

Elementary School Component: An elementary school coordinator will be employed to coordinate the entire effort at the elementary school level, to serve as project manager for the entire project, and to coordinate efforts of the Elementary Career Education Committee. This committee will work with the career education coordinator to revise the elementary curriculum. The committee will consist of six teachers (three from each participating school) and one counselor presently serving the two elementary schools in the project. The school district's two elementary curriculum specialists will also serve on the committee.

A one-week workshop will be conducted by the committee in August 1972 for elementary teachers in the two participating schools. For the workshop, each elementary school staff will be randomly divided into two groups. One group will serve as the experimental group operating the career education program. The remaining group will serve as the control group operating the ongoing elementary education program.

The sampling will be stratified to insure that all grades (1-6) are included. All students will be tested in the fall and again in the spring to measure career awareness levels and attitudes.

Guidance and Counseling Component: An additional counselor will be employed to work with counselors at all grade levels in the area of career counseling. This individual will also serve as a resource person to the elementary team. He will provide training for the curriculum team and counselors through workshops and inservice meetings during the spring and summer of 1972 in career development theory and in improving counseling techniques for non-academic and disadvantaged youngsters. He will also work with administrators, teachers, and counselors in developing units and specific behavioral objectives for the inclusion of world of work information in existing course offerings for grades 1-12.

Placement Component: The counselor employed to coordinate the guidance and counseling activities will also be responsible for the placement component. This individual will establish a placement service for all exiting students, i.e., students going to college, those going on to vocational training, or those going directly to work. The placement coordinator will also set up a file of potential employers, and a followup system will be developed to provide meaningful data to the curriculum staff of the district.

STATE AND PROJECT NUMBER: Tennessee, V261007L

STATE-LEVEL PROJECT ADMINISTRATOR:
Mr. Edward Hudgens
Coordinator, Program Services Section
Division of Vocational-Technical Education
State Department of Education
204 Cordell Hull Building
Nashville, Tennessee 37219

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $213,211

DURATION: January 4, 1972 to July 3, 1973

SITE INFORMATION:

The City of Memphis and Knox County are the project sites in Tennessee receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. In Memphis, the Part C funds will be used in conjunction with the Federally-administered discretionary funds under Section 142(c) of Part D to enhance the city's ongoing exemplary career education project (Project SPAN). The Part C funds will be used in Knox County to expand the ongoing exemplary career education project which is being supported with State-administered funds under Section 142(d) of Part D.

DESCRIPTION OF PROGRAM:

Memphis City Public School District:

Memphis is an industrial city with diversified manufacturing, distribution, and service occupations providing employment. The city has a total population of 625,000 persons. It enrolls 148,000 students in grades K-12. For purposes of this project, seven elementary schools, three junior high schools, and one senior high school have been identified as the project site. These schools include 6,267 students and 197 teachers at the elementary level; 2,639 students, 91 teachers, and 6 counselors at the junior high level; and 1,259 students, 40 teachers, and 2 counselors at the senior high level. The career education project in the Memphis City Public School District will include the following components: an elementary component, a guidance and counseling component, an intensive training component, and a placement component. Each component is summarized below:

Elementary Component: The career orientation materials developed in the ongoing exemplary project (Project SPAN) will be utilized in all participating elementary schools. The career orientation and awareness films produced under the auspices of Project SPAN will be

shown on Educational Television to fifth and sixth grade classes. Moreover, the Educational Television program will be improved and strengthened.

Guidance and Counseling Component: Three additional vocational counselors will be employed with one being assigned to each of the three participating junior high schools. The counselors will work with each teacher in the three schools to provide career orientation group guidance and other career oriented exploratory activities. Emphasis will also be given to cooperative work experience at this level. In addition, an individual career guidance conference will be arranged for each ninth grade student to assist in the formulation of educational and vocational plans.

Intensive Training Component: Intensive training programs will be conducted for general education students. These courses will stress basic job skills, job interview and application techniques, and job attitudes.

Placement Component: Two placement officers will be employed at the senior high school level to establish and maintain a placement service. The placement officers will assist students who are seeking employment to locate jobs which are appropriate to their skills and interests. They will also aid students who desire further education and/or training to locate an educational institution and program which will advance their career goals. The placement officers will obtain follow-through information on early school leavers and on graduating students. Three cooperative education teacher-coordinators will be employed during two summer months to assist in student placement and followup activities.

Knox County Public School District:

Knox County has a diversified economy based on a variety of service, distributive, manufacturing, and agricultural occupations. The county has a population of 276,293 persons. For purposes of this project, three elementary schools and one junior high school have been identified as the project site. These schools include 993 students and 49 teachers at the elementary level; and 750 students, 40 teachers, and one counselor at the junior high school level. All 1,743 students attending these schools will participate in the project. The career education project in Knox County will include the following components: an elementary component, a guidance component, and a career exploration component. Each component is summarized below:

Elementary Component: Two career awareness specialists will be employed to direct the development of occupational information materials and methods (such as closed-circuit television), to

explore ways of integrating occupational information materials into the total educational program, and to assist parents to understand the broad range of career possibilities available for their children. This component is intended to increase the students' awareness of the range of options open to them in the world of work.

Guidance Component: A guidance resource specialist will be employed to acquaint elementary teachers with guidance areas in which they can and should participate. The resource specialist will also assist teachers and the career awareness coordinators to integrate occupational information materials into the total elementary education program.

Career Exploration Component: This component will initiate career orientation and meaningful exploratory experiences for students in the middle school. Through exploratory activities and the use of closed-circuit television, the students will better understand the relationship between their school work, various occupations, and their possible future career choices.

STATE AND PROJECT NUMBER; Texas, V261028L

STATE-LEVEL PROJECT ADMINISTRATOR; Mr. Ray Barber
Director, DORD
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $578,266

DURATION: January 4, 1972 to July 3, 1973

SITE INFORMATION:

The Texas career education project will be implemented in three sites: Fort Worth, Houston, and the Harlandale School District in San Antonio. Each site will implement various components, covering all grade levels between them.

DESCRIPTION OF PROGRAM:

Fort Worth Independent School District:

Fort Worth is an industrial city with a population of approximately 400,000; minority groups compose 35% of the population. While Fort Worth has a substantial proportion of middle income families, 18.44% of the families have incomes below the poverty level. The city's economy has recently shifted from one heavily involved with the aerospace industry to a more diversified economic base including a variety of industries as well as distribution and service occupations.

The local school district enrolls about 85,000 students. For this project, a complex of schools enrolling about 7,000 students has been identified as the project site. Four elementary schools, 2 middle schools, and 2 high schools are involved, including 248 teachers and 7 counselors.

Forth Worth has maintained for many years an effective, extensive vocational program in senior high school to prepare students for gainful employment. In recent years the program has been expanded to include programs in grades 6-12. In addition, extensive vocational programs have been made available for out-of-school youths and adults. Recent progress has been made in providing an introduction to the world of work at the middle school level. Considerable progress has been made to provide for self-development and job preparation, but a lack of continuity has been felt and, through this project, the district will fill gaps in its career education program.

The career education project for Fort Worth will include development and implementation of an elementary-level career awareness program, redirection of the middle school curriculum, provision at the senior

high level of in-depth career exploration and specialized job preparation opportunities, improvement of guidance and counseling, and establishment of a placement service. This project will assist the district to have a comprehensive K-12 career education program operating in selected schools, as a demonstration for the entire district. The Associate Assistant Superintendent for Vocational-Industrial Education will direct the program, and a career awareness coordinator will coordinate the project components at all levels with programs already existing in the district. Each of the project components is summarized below:

Elementary Component: The career awareness coordinator will work at this level to investigate ongoing projects and the research literature to identify promising approaches and materials. In addition, the coordinator will determine means of incorporating self-awareness and interpersonal relationship components in the total program. A committee of elementary teachers will be formed to review and revise the elementary curriculum. During June and July of 1972 the committee will work full-time to structure a complete program for grades K-5. The school district's inservice education workshop, to be held for one week in August 1972, will introduce all teachers to the career education program's basic concepts and specific techniques and materials. The career education program will be operated for the entire school year of 1972-73 in each elementary school in the project site.

Middle School Component: The career awareness coordinator will also investigate materials and approaches for the middle school level. A committee of academic and vocational-industrial education teachers will be selected to design a program incorporating occupational investigation and self-awareness into the instructional program in grades 6-8. In addition to integrating career education into regular courses, a new required course in occupational investigation for sixth grade students will be designed by the committee. The committee will also investigate means by which the school's existing laboratories can be used more effectively for in-depth exploration of careers. During June and July 1972, the committee will work full-time to structure the program. One week of inservice education will acquaint all teachers in the selected sites with materials and procedures to be used.

High School Component: All secondary consultants will cooperate with the career awareness coordinator to implement the total career education program in grades 9-12. A committee composed of teachers representing the various disciplines will work with the vocational-industrial staff, the career awareness coordinator, and the secondary consultants to develop materials and techniques. The committee will work full-time during June and July, and a week in August will be devoted to inservice education at the high schools in the project site. A career education resource center to be established and staffed with a resource guidance person at each site will assist students,

parents, and staff members. Students will have the opportunity to observe career education programs in other schools and will have the option to enroll in these programs if the courses are a part of their personal career preparation plan. The Associate Assistant Superintendent for Vocational-Industrial Education and his staff will work closely with the consultants for the academic disciplines, counselors, teachers, students, parents, and administrators, to interpret the career education concept and to redirect the attitudes toward career education.

Guidance and Counseling Component: A vocational counselor will be assigned to each high school in the project to work with the other counselors at the school. One vocational counselor will be assigned to the two middle schools, and one to the four elementary schools. Each counselor involved in the career awareness program will receive three weeks of inservice education during the summer of 1972. A complete and articulated model program of guidance and counseling will be conducted by the counselors at all grade levels. The counselors will work closely with the career awareness coordinator and staff members of the elementary program.

Placement Component: A placement service will be established at each of the high schools as an extension of the guidance and counseling component. A placement officer will be employed to staff it and will work in cooperation with the guidance counselors, cooperative education teachers, Chamber of Commerce, and the Texas Employment Commission. A survey will be conducted to determine potential employers, and a comprehensive file maintained on current job opportunities.

Houston Independent School District:

The Houston Independent School District has an enrollment of 231,412 students. The District has 170 elementary schools and 56 secondary schools, involving 11,000 teachers and supportive personnel. There are 74 elementary counselors and 174 secondary counselors. The school population includes 37% black and 16% Spanish-surnamed students.

Over 300 vocational units are offered and 156 industrial arts programs. In addition the district is conducting exemplary programs in environmental technology, vocational training for persons with special needs, occupational awareness at grades K-6, and occupational orientation in middle schools. A comprehensive placement service has been in operation for two years and will be expanded during this project under other support.

The major focus of this career education project is to complete development of the occupational awareness materials and to determine their effectiveness before expanding the program from the present 37 test schools to all elementary schools in the district. In addition, at the middle school level materials will be developed and tested for the occupational orientation program now being provided in nine schools.

Elementary Component; A career awareness coordinator will be employed to coordinate the entire effort at the elementary school level. This person will coordinate the development of materials, will research new materials, and will coordinate the elementary program with the middle school occupational orientation activities. The coordinator will assist elementary counselors with guidance materials adapted to elementary school children. Additional instructional supplies and materials will be purchased to facilitate a complete career development program for grades K-6. These activities will supplement the ongoing occupational awareness program.

The research and development effort will focus on development of criterion performance tests on teaching materials and effective changes in student participants. During the spring semester, 1972, all current career awareness materials will be systematically sequenced for class presentation. Performance tests will be developed for each instructional unit that will measure both cognitive and affective dimensions of the unit. Final analysis of all tests and sequence of units will be completed by September 1972 for introduction into the research phase.

Instruments aimed at measuring the student's self-concept will be administered on a pre-post basis during the 1972-73 school year. Instruments will be developed to measure an expanded self concept or awareness of self in the world of work. Two levels of the instrument--primary and intermediate--will be developed during spring 1972 and administered during the 1972-73 school year. In analyzing student data other dimensions, such as absence rates, tardiness, discipline, etc., will be included. The child behavior checklist will be administered to teachers in the research sample.

There will be about 3,500 students in the research sample from the 29,405 students presently in the career awareness program. Four teachers from each of the 37 buildings will be randomly selected to participate in the research effort. Adequate control samples from each grade level will be selected for comparative purposes.

Junior High Component: The district will expand its present occupational orientation program into all junior high schools on an elective basis by September of 1973. Under this project a curriculum coordinator will be employed to coordinate the preparation of materials in the elementary and junior high components. This person will coordinate part-time writers, edit all materials prepared, and follow-through to the final printing and distribution. The curriculum department of the Houston Independent School District will be involved in the revision of the occupational orientation curriculum.

Materials will be developed during the spring semester, 1972, and tested on students in the nine junior high schools already operating the course during the 1972-73 school year. Careful measurement of student outcomes will be emphasized. By June of 1973, a package of tested curriculum materials for the occupational orientation program will be available for use in expanding the program to all junior high schools.

Career Guidance and Counseling Component; The career awareness supervisor will coordinate the planning and development of the career guidance materials at the elementary level. She will work with the district's counseling department so that this program will become a part of the total guidance and counseling effort of the Houston Independent School District. The schools in which the project will operate will have counselors assigned and will also have occupational awareness coordinators who have a counseling certificate or are working toward one.

Harlandale Independent School District in San Antonio:

San Antonio has a population of almost one million with 48% Mexican-American, 8% other minority, and 44% Anglo-American. Five military bases make up the largest single employer group. Other important industries are wholesale-retail distribution, food processing, apparel and textile manufacturing, and the telephone company. There are five major colleges and universities and two junior colleges.

Harlandale is one of 17 school districts in the metropolitan area. The district covers 19 square miles and includes families from low to middle socioeconomic status. The area is primarily residential with shopping centers, some low-income housing units, and a relatively large area of tax-exempt property (10%).

There are two high schools, four middle schools, fifteen elementary schools, and one vocational school for special education students, all of which will be involved in the project. The district serves 17,173 students of whom 67% are Spanish-surnamed, 32.8% are Anglo-American. The district offers strong job preparation programs in grades 10-12 and has implemented career orientation and exploratory experiences in recent years. The need now is to develop a more comprehensive program including a component to provide structured involvement with the business community and with parents.

Elementary Component: The project director will coordinate the efforts of four research specialists in language arts, math, social science, and science, who will work in coordination with the present curriculum staff. These specialists will work with a task force of teachers from the various disciplines to gather information for revision of curriculum guides. During the summer of 1972 the committee will operate full-time to complete guides and work with curriculum supervisors to prepare for the 1972-73 school year. Inservice workshops will introduce all teachers to the overall program. During the 1972-73 school year, the career education program will be operated in all elementary schools in the district.

Guidance and Counseling Component: At the elementary level one counselor will be assigned to every three schools. An additional counselor will be employed to work at the middle school level. These counselors will help to infuse career development into the existing school program. The counselors will work in close coordination with the elementary guidance consultant to implement the career awareness

program. During the school year of 1972-73 a complete and articulated model of guidance and counseling will be carried on for grades 1-8.

Placement and Followup Component; A placement service will be established to provide assistance to every student exiting from high school. It will work in cooperation with the guidance and vocational counselors, Texas Employment Commission, Texas Rehabilitation Commission, and business and industrial organizations. Canvasses will be made of potential employers; a current file of job opportunities will be established and maintained.

The followup phase will provide evaluation not only of the placement service but also of the total career development program. Data will be available through which every pupil in grades 8-12 plus all who have exited from the school during the past five years may be traced through every stage of development. The followup will be conducted under contract with Region 20, Educational Service Center, through use of their data processing facilities and computer retrieval system. The data will be utilized as a guide in continuous program revision and updating.

Liaison Component: An individual familiar with the needs of business and industry will be employed as a coordinator to interpret the educational career awareness program to business and industry and to seek their assistance and cooperation in developing and implementing the program. The coordinator will also maintain an information program for parents, social clubs, community organizations, and other interested groups within the city.

STATE AND PROJECT NUMBER: Utah, V261002L

STATE-LEVEL PROJECT ADMINISTRATOR:
Dr. Jed W. Wasden
Coordinator of
Secondary Programs
Utah State Board for Vocational Education
1300 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $57,627

DURATION: January 20, 1972 to July 19, 1973

SITE INFORMATION:

The City of Ogden is the project site in Utah receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Ogden is a city of 70,000 which has a diversified economy based on agriculture and both heavy and light industry. The city enrolls 16,000 students in grades K-12. For purposes of this project, 19 elementary schools, five junior high schools, and two senior high schools have been identified as the project site. These schools include 8,292 students and 288 teachers in grades K through 6; 3,764 students, 145 teachers, and five counselors in grades 7 through 9; 3,475 students, 138 teachers, and six counselors in grades 10 through 12; and 596 students and 64 teachers in special education. The career education project in the Ogden Public School District will include the following components: Operation Partnership; Every Teacher a Career Educator; Every Secondary Teacher a Career Advisor; Every Parent a Career Advisor; and a Career Guidance and Placement Center. A project director will have the responsibility to plan, organize, control, and implement the project. Each project component is summarized below:

Operation Partnership: This component is designed (1) to unite educators (K-12), post-secondary educators, employment security personnel, and leaders from business and industry as colleagues in career education; (2) to have 50 teachers from all levels of education survey approximately 500 local businesses and industries; (3) to develop new curriculums according to the survey findings; and (4) to implement, evaluate, and revise the new curriculums.

Every Teacher a Career Educator: A group of teachers, one from each of the two high schools, one representing all five junior high schools in each of eight curriculum areas, and one counselor from each secondary school (a total of 24 teachers and 7 counselors) will be involved in the initial planning and curriculum development. Curriculum areas will include social science, mathematics, science, language arts, fine arts, trade and industry, office occupations, and homemaking. The curriculum development effort will center around writing career education behavioral objectives and activities and integrating them into the basic academic curriculum. School administrators will be oriented to career education through monthly training meetings and a summer workshop.

World of Work: This program will be expanded from four elementary schools to an additional 15 schools. Teachers will instruct students in three or four units per year which discuss the contribution of workers to our society. Students will receive basic information about many careers.

Every Secondary Teacher a Career Educator: In this component, homeroom teachers (advisors) will be assigned to assist each of their homeroom students in organizing plans for training appropriate to reach his career goals. All secondary teachers will receive a basic training course in career information and guidance.

Four teachers and one counselor from each high school and two teachers and one counselor from each junior high school will act as a cadre of educators who will design this advisory program. They will also assist in conducting a summer workshop for teachers participating in this component.

Every Parent a Career Advisor: Counselors will arrange for evening appointments with the parents of secondary students to assist them in helping students select vocational goals.

Career Guidance and Placement Center: A guidance and placement center will be placed in each of the two senior high schools during the 1971-72 school year, in two junior high schools during the 1972-73 school year, and in the remaining three junior high schools during the 1973-74 school year. The centers will be divided into five sections: career information, post-high school training, college placement, military training, and job placement.

STATE AND PROJECT NUMBER: Vermont, V261044L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Walter Faulkner
Consultant in Career Education and
Vocational Guidance
State Division of Vocational and
Technical Education
State Office Building
Montpelier, Vermont 05602

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $20,781

DURATION: January 19, 1972 to July 18, 1973

SITE INFORMATION:

The Windsor Northwest School District has been selected to implement the career education demonstration, testing, and development project in Vermont under Section 131(a) of Part C. Windsor Northwest is in a valley and is isolated by mountain ranges. Economic growth and social interaction are thereby inhibited.

DESCRIPTION OF PROGRAM:

The local school district enrolls 889 students, all of whom will be involved in the project. There are 9 schools, with 49 teachers and 1 counselor. The area vocational center at Randolph, Vermont, serves students from Bethel and Rochester, two of the towns in the district. Both of the local high schools have work experience programs for students in their own communities. The project will include components in elementary career awareness, secondary orientation and exploration, guidance and counseling, and placement.

Elementary Component: The career awareness coordinator will work with teachers and provide inservice education. A Community Involvement Committee will be formed to operate as a steering committee to plan public meetings, provide inservice education, visit ongoing programs, and identify potential materials.

During the second semester of the 1971-72 school year an inservice program will be implemented for all teachers using EPDA, Part F, funds and an additional three-day workshop will be held prior to the 1972-73 school year to finalize activities for the implementation of the program.

Secondary Component: The Northern New England Education Project--Career Occupation Exploration Program for Rural Schools--will be implemented in the Rochester and Bethel High Schools. It is a sequence of teacher-student activities for grades 7-10 in which students are permitted to explore vocations available to them within a reasonable

distance. An added dimension will be the provision of travel for teachers and students to go outside the valley to investigate unfamiliar occupations. Inservice activities similar to those in the elementary grades will be conducted. Use of the area vocational center will be increased for development of entry level skills. The area center's guidance coordinator will serve as liaison between the center and the two project high schools.

Guidance and Counseling Component: Inservice training will be provided to teachers to supplement the current guidance function which is presently a half-time responsibility of the high school principals. The Vermont VIEW deck will be utilized, and a NERCOE project to develop a reference source of postsecondary opportunities will be coordinated with the project.

Placement Component: Placement functions are shared among the area center vocational guidance coordinator, the high school principals, and the career awareness coordinator. Efforts will be made to coordinate and improve the present services to place every exiting student in a job or further education. A followup model developed by the University of Vermont will be utilized to establish a systematic followup of students.

STATE AND PROJECT NUMBER: Virginia, V261056L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Carl E. Jorgensen
Vocational Education Research and
Statistical Information
State Department of Education
Richmond, Virginia 23216

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $241,777

DURATION: January 18, 1972 to July 17, 1973

SITE INFORMATION:

The cities of Petersburg and Radford are the project sites in Virginia receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Petersburg Public School District:

Petersburg is an industrial city with a population of about 35,963. The city's economy is diversified and includes a variety of manufacturing, distribution, and service occupations. The local school district enrolls about 8,032 students in grades K-12. For purposes of this project, three elementary schools and one junior high school have been identified as the project site. These schools include 2,377 students and 97 teachers at the elementary level and 1,337 students, 75 teachers, and 6 counselors at the junior high school level. The career education project in the Petersburg Public School District will include the following components; an elementary schools and eighth grade component, a services and counseling component, and a placement component. Each component is summarized below:

Elementary Schools and Eighth Grade Component: A career awareness coordinator will be employed to coordinate the entire effort. The coordinator will select a committee composed of teachers from each grade level, 1 through 8. He will work with these teachers in exploring potential revisions of the existing elementary school and 8th grade curriculum in order to refocus the curriculum around a career development theme. Participating teachers will attend a summer workshop on career education.

During the 1972-73 school year, the career education program will be operated in two sections of each grade in the elementary schools and all eighth grade history classes in the junior high schools participating in the project. Pre- and post-tests will be used to assess the effectiveness of the various activities in terms of student outcomes.

Services and Counseling Component: Two additional people will be employed for services and counseling within the project site. During the 1972-73 school year, the project counselors will carry on a complete and articulated model program of guidance and counseling at grades 1 through 8.

All personnel will attend a summer workshop which will orient them to career development theory, permit them to explore the world of work, and help them to develop an appreciation of the dignity of all work.

Placement Component: Canvasses will be made of potential employers for students who wish to work part-time while continuing in school or who drop out and wish full-time work. A file of full- and part-time job opportunities will be established and maintained. Extensive efforts will be made to place graduating students in a job or in further education.

Radford Public School District:

Radford is an educational-industrial city with a population of about 11,595. About 2,140 students are enrolled in grades K through 12 in the local school district. For purposes of this project, one elementary school has been selected as a demonstration school during Phase I (January 1972 to July 1972) of the project. This school includes 483 students and 18 teachers. The elementary career education program will be expanded to the remaining two elementary schools during Phase II (July 1972 to July 1973). The career education project in the Radford Public School District will include the following components: an administrative component, a career education component, a guidance and counseling component, and a third-party evaluation component. Each component will be summarized below:

Administrative Component: A project director will be employed to develop plans, to implement project management procedures, and to direct and coordinate each phase of the project.

Career Education Component: A full-time career education coordinator will be employed to manage this component. To plan this component, a committee composed of one teacher from each grade level, K through 7, and from special education classes at the demonstration school will be selected. The coordinator will work with these teachers in exploring potential revisions of the elementary curriculum in order to refocus it around a career education theme. During Phase I, some elementary teachers will actually develop and experiment with a variety of career education materials.

During Phase II, selected elementary teachers will be employed for periods of approximately one week and placed in community work situations. All elementary teachers will receive some career education orientation during a summer workshop. During the

1972-73 school year, the career education program will be implemented in each of the three elementary schools.

As a part of Phase II, a career education continuum will be implemented in the total school system. Efforts will be made to collect data which will indicate whether the planned continuum of career experiences results in increased self-awareness, appropriate attitude changes toward the world of work, and greater skill achievement.

Guidance and Counseling Component: A guidance counselor will be employed to work with elementary teachers and administrators and with high school counselors to develop an elementary school guidance and counseling program which will be a part of a complete and articulated program for the Radford school system. The guidance counselor will work with the high school counselors and the vocational education director to develop a placement program.

A librarian's aide will be employed to supervise the operation of the Career Education Information Center which will be established at the demonstration elementary school.

STATE AND PROJECT NUMBER: Washington, V261019L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. George P. Pilant, Director
Research Coordinating Unit
P. O. Box 248
Olympia, Washington 98501

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $145,680

DURATION: January 7, 1972 to July 6, 1973

SITE INFORMATION:

Spokane School District 81, Spokane Community College District 17, and surrounding districts, will implement the career education program for the State of Washington.

The Spokane County area has a diversified economic base with a labor force of 113,000. Major employment areas are wholesale and retail trade, service industries, government, manufacturing, transportation, communication, utilities, contract construction, finance, and agriculture. The unadjusted unemployment rate was 8.6% in August 1971.

During the past several years, the district has been involved in several career development activities. Project MOVE (Mobile Occupational and Vocational Equipment) provided career planning and job preparation. Several efforts have been initiated to improve and expand vocational education programs for secondary students. Project WOW (World of Work), which operated at one of the elementary schools, provides career-oriented experiences for youngsters in grades 1-6 and in special education. A third grade project in cardboard carpentry was initiated in another school, and Project MOVAN provided three mobile vans for exploratory opportunities in plastic and woodworking, ceramics, and metal working for students in grades 5-6 in Title I schools. The local ETV station has developed a series of five-minute job information films and also provides opportunities for internship for local secondary students.

DESCRIPTION OF PROGRAM:

From a base of 55,152 students in Spokane and surrounding districts, school sites will be selected with all socioeconomic and ethnic groups represented. There will be three districts with a total of 553 students involved at the elementary level, two districts with 595 students at the junior high level, and two districts with 870 students at the senior high level. Also involved will be 33 elementary teachers, 5 junior high teachers, 4 senior high teachers, and 9 counselors from the school districts, as well as 8 persons from Spokane Community College.

Elementary Component: Materials will be developed by classroom teachers with the assistance of a curriculum specialist, a guidance specialist, and a counselor. The project coordinator will be responsible for coordinating the project at this level. Consultants will be used to develop a model and assist in inservice workshops. Experiences planned for each grade level will be of such a nature that regular subjects will serve as the vehicles for career development wherever possible.

Guidance and Counseling Component: At the elementary level this component will operate to assist students in developing self-understanding. One elementary counselor will work with the program. In grades 7-9 orientation and exploratory experiences will be implemented, including the development of information centers and a career guidance program to be integrated into core subjects such as industrial arts, homemaking, etc. Mini-units on career exploration will be developed for use in the instructional program. The guidance specialist will assist in the development of mini-units and will serve as a consultant to the staff. Two counselors available to the program will carry on a comprehensive guidance and testing program.

In senior high school, grades 10-12, a career guidance center containing audiovisual and printed materials will be developed and staffed with a guidance assistant. The guidance assistant will help students to locate and secure career information. A unit on careers will be taught at this level. Students considering advanced study in post-secondary education will confer with the counselors and instructional staff of the community college. During the 1972-73 school year a comprehensive guidance program will be implemented at which time four counselors and a counselor assistant will be available to the program.

STATE AND PROJECT NUMBER: West Virginia, V261057L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Fred W. Eberle
State Director of Vocational Education
State Department of Education
Charleston, West Virginia 25305

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $100,304

DURATION: January 11, 1972 to July 10, 1973

SITE INFORMATION:

The Town Public School District is the project site in West Virginia receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

Town Public School District is located in the city of Beckley. The economy of the County is based on mining, wholesale and retail trade, government, and service industries. The School District serves an area of about 44,088 persons and enrolls more than 9,000 students in grades K-12. For purposes of this project, one senior high school, three junior high schools, 15 elementary schools, two ungraded special education elementary schools, and one ungraded special education secondary school have been identified as the project site. These schools include 1,988 students, 87 teachers, and four counselors at the senior high level; 2,342 students, 103 teachers, and four counselors at the junior high level; 4,701 students, 180 teachers, and one counselor at the elementary level; 114 ungraded special education secondary students and 10 teachers; and 68 ungraded special education elementary students and five teachers. The career education project in Town Public School District will include the following components: a K-6 career awareness component, a 7-9 career orientation component, a guidance and counseling component, and a placement component. Each component is summarized below:

K-6 Career Awareness Component: A career awareness coordinator will be employed. He will work with teacher committees in grades K-6 to determine recommended revisions to the elementary school curriculum in order to restructure it around a career development theme. During the 1972-73 school year the career awareness program will be initiated in every elementary school in the District. Particular attention will be paid during the first year of operation to pre- and post-treatment assessment to determine appropriate revisions. All elementary teachers will receive inservice training during workshops which focus upon (1) the identification of changes needed in the present curriculum and (2) the selection and utilization of teaching resources to implement recommended curriculum modifications.

7-9 Career Orientation Component: A counselor will be employed to design a demonstration career orientation program for students in grades 7-9. Emphasis will be on group guidance activities, provision of opportunities for students to participate in either simulated or direct work experiences, and other similar activities designed to increase their knowledge of the labor market.

Guidance and Counseling Component: An additional counselor will be employed for the elementary grades. Four paraprofessionals will be employed and placed in the junior and senior high schools. A pre-service program will be designed for paraprofessionals and an inservice program for counselors will be provided. During these programs, strategies will be developed to incorporate the guidance component as an integral part of the total career education project. Special emphasis will be placed on utilization of group counseling techniques, on involvement of parents and teachers in the guidance program, and on liaison with other government and private agencies.

Placement Component: A job placement service will be established at the high school and will be staffed by a placement officer. He will work to place students in full- and part-time jobs, to disseminate job information, to conduct followup studies, and to develop a plan for placement services which will be implemented during the first year of the project.

STATE AND PROJECT NUMBER: Wisconsin, V261027L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Roland J. Krogstad
Research Consultant
Board of Vocational, Technical, and Adult Education
137 East Wilson Street
Madison, Wisconsin 53703

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $186,774

DURATION: February 4, 1972 to August 3, 1973

SITE INFORMATION:

The City of Eau Claire is the project site in Wisconsin receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. Eau Claire is a county seat with a diversified economy. In many respects it is the key city in west-central Wisconsin. The public school district covers 147 square miles. There are 3,350 students enrolled in two high schools and 7,062 students enrolled in grades K-8. It maintains a staff/pupil ratio of 19.5 in grades K-8 and 19.2 in grades 9-12. Seventeen counselors are employed at the secondary level. The Area Vocational/ Technical District No. 1 encompasses all or part of the seven counties in the Eau Claire region of the State and is located in the City of Eau Claire.

DESCRIPTION OF PROGRAM:

Junior High Component: Counselors will work with teachers in the career orientation program, helping them to relate their subject matter to the world of work as well as helping them teach related concepts. The school curriculum will provide "hands-on" opportunities to "try out" a variety of simulated and actual work situations through a rotation of "short courses", job experience kits, pre-vocational and vocational education courses, work-study and cooperative education programs.

Guidance and Counseling Component, K-Adult: School counselors will provide leadership, counseling, consulting and coordinating services in this career education project. At the elementary school level, emphasis will be primarily in the areas of consulting and coordinating to help the classroom teachers plan and implement learning activities that will introduce and develop career development concepts and achieve the objectives in their local career development guide. Personal counseling and group guidance activities will also be provided when appropriate to help children build self esteem and develop positive attitudes toward school and the world of work. At the junior high school level, counselors will also provide assistance to teacher

teams as they implement a career development guide designed to provide opportunities for students to explore their interests and aptitudes in relation to possible future adult roles. Care will be taken in helping students make wise decisions concerning senior high school elective courses in line with their attained knowledge of self and the world of work. At the senior high level, counselors will also work with teachers within disciplines and across disciplines in planning and implementing learning experiences. They will also provide leadership in the production of local resource materials by working closely with the school system's local vocational education coordinator, audio visual consultants, and employers in the community. Counselors at the Eau Claire Technical School will help teachers within occupational clusters as they integrate career development concepts into their programs.

Placement Component: Staff will strive to place students in employment, private or public vocational-technical schools, or colleges. Exit counseling will also be provided those with immediate goals other than employment or further education. This group might include those planning to go into military service, those planning to travel for a period of time, or those getting married in the near future.

STATE AND PROJECT NUMBER: Wyoming, V261003L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Fred P. Black
Director of Occupational Education
State Department of Education
Cheyenne, Wyoming 82001

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $16,440

DURATION: January 18, 1972 to January 17, 1973

SITE INFORMATION:

The City of Riverton is the project site in Wyoming receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. The Part C funds will be used in conjunction with the ongoing exemplary career education project which is being supported by Federally-administered funds under Section 142(c) of Part D.

DESCRIPTION OF PROGRAM:

Central Wyoming Community College and Public School District No. 25 of Riverton:

Riverton is an agricultural and mining center of 28,860 people. The Riverton School District enrolls 3,006 students in grades K-12. For purposes of this project, the Central Wyoming Community College, one high school, one junior high school, and four elementary schools have been identified as the project site. These schools include 450 students, 32 teachers, and three counselors at the post-secondary level; 746 students, 34 teachers, and one counselor at the secondary level; 820 students, 34 teachers, and one counselor at the junior high school level; and 1,440 students, 71 teachers, and one counselor at the elementary school level. The career education project in the Riverton School District will include a guidance and counseling component and an audio-visual component. Each component will be summarized below:

Guidance and Counseling Component: The guidance counselor will assist the audio-visual media specialist in the development of the audio-visual materials and programs which will complement the existing Learning Activities Packets. Some of the counselor's major activities will be: (1) to assist the audio-visual specialist in the collection and utilization of community and State job market opportunities which relate to the Learning Activities Packets, (2) to develop audio-visual learning packages, and, (3) to develop a vocational guidance and counseling program which will utilize the Learning Activities Packets, the audio-visual materials, and appropriate guidance and counseling processes. The counseling component will impact initially on the post-secondary level and later on the elementary and secondary levels.

Audio-Visual Component: An audio-visual specialist will be employed to develop audio-visual materials and programs that will complement the existing Learning Activities Packets for grades K-14. The coordinator will also assist instructors to develop audio-visual programs applicable to the Learning Acitivites Packets they are using.

STATE AND PROJECT NUMBER: District of Columbia, V261052L

STATE-LEVEL PROJECT ADMINISTRATOR: Miss Susie Morgan, Supervisor
Career Counseling and Placement
D. C. Public Schools
5th & K Sts. NE
Washington, D. C. 20004

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $23,700

DURATION: February 10, 1972 to August 9, 1973

SITE INFORMATION:

Eleven academic public high schools serving more than 19,000 students in grades 10-12 will receive special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components.

DESCRIPTION OF PROGRAM:

The public schools of the District of Columbia enroll about 144,000 pupils in grades K-12. For purposes of this project, eleven academic senior high schools have been identified as the project site. These schools include 19,403 students, 905 teachers, 61 counselors, and 11 career counselors. The career education project in the public schools of the District of Columbia will have a planning, evaluation, and coordination component.

Planning, Evaluation and Coordination Component: This project will provide planning and evaluation capabilities for the implementation of the high school level Career Development Counselor/Advisor Program which is ready for implementation. By providing supervision and ongoing evaluation, the project will assure that the services of the Career Development Counselor/Advisor Program are appropriately carried out.

The project director is the Supervisor for Career Development Counseling and Placement Services. She will (1) be responsible for the work of the eleven career development counselor/advisors in cooperation with the high school principals where the counselors will be assigned; (2) work with the Department of Pupil Personnel Services which has responsibility for regular counselors; (3) coordinate the activities of the Advisory Committee for Career Development Counseling and Placement Services; (4) assist in the coordination of the Career Development Counseling and Placement Services in the academic high schools with other career development programs in the D. C. public schools.

STATE AND PROJECT NUMBER: Puerto Rico, V261050L

STATE-LEVEL PROJECT ADMINISTRATOR: Mrs. Gladys Sanchez, Director
Guidance and Counseling
Department of Education
Box 759
Hato Rey, Puerto Rico 00919

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $162,778

DURATION: May 15, 1972 to November 14, 1973

SITE INFORMATION:

The city of Humacao is the project site in Puerto Rico receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. Humacao, like Puerto Rico in general, is becoming more urban than rural and more industrial than agricultural. It has a population of about 35,655. There is a small proportion of middle income families and a substantial number of families with incomes below poverty level. The city's economy includes a variety of manufacturing and construction industries as well as distribution and service occupations.

DESCRIPTION OF PROGRAM:

The local school district of the city of Humacao enrolls about 10,000 pupils in grades K-12. For purposes of the career education project, a complex of schools enrolling about 7,325 pupils has been identified as the project site. These schools include four elementary schools, five junior high schools and one senior high school. There are totals of 69 teachers and 2,044 students at the elementary level, 129 teachers, 1 counselor, and 3,348 students at the junior high level and 83 teachers, 1 counselor, and 1,933 students at the senior high level. The career education project in Humacao, Puerto Rico, will include the following components: an elementary component, a junior high school component, a guidance and counseling component, and a placement component. Each component is summarized below:

Elementary School Component: A career awareness coordinator will be employed to coordinate the entire effort at the elementary school level. The coordinator will make a search of research-related literature and ongoing elementary school career education projects; and will identify promising approaches, techniques, and materials for increasing the career awareness of elementary school pupils. The coordinator will select a committee composed of outstanding teachers from each grade level, K-6, and will work with these teachers in

exploring potential revisions of the existing elementary school curriculum in order to incorporate career awareness experiences in the elementary grades and in order to refocus the elementary subjects around the career development theme. A one-week workshop will be held for elementary teachers prior to program implementation during the 1972-73 school year.

Junior High Component: At the junior high school level, the program aims to help students know themselves better and to gain realistic knowledge of the world of work through career orientation and exploration activities. Two mobile units will serve as laboratories. Study areas will include wood, metal, electronics, drawing, general crafts, distribution and marketing, office, health, and food services. Demonstration, discussion and counseling techniques will serve to attain the objective of introducing the students to the world of work.

Guidance and Counseling Component: Twelve counselors will be employed to serve the elementary and junior high schools. During the summer all district counselors will be provided inservice training of six-weeks' duration. Counselors will be oriented toward emphasizing the placement of all youngsters. During the 1972-73 school year, the counselors will carry on a complete and articulated model of guidance and counseling at all grade levels, K-12. The model program will (1) be based on systems concepts, (2) define guidance criteria in terms of students' behavioral objectives, (3) stress program objectives which are realistic possibilities within the resources of the participating schools, and (4) provide for corrective feedback based on evaluation of the achievements of the program.

Placement Component: A placement service will be established in the senior high school. A placement officer, a paraprofessional, and a secretary will be employed to staff the placement service. The placement officer will work in cooperation with the guidance counselors, the cooperative education coordinators, the vocational teachers and the local employment security agency. A current file of part-time and full-time job opportunities will be established and maintained. In June 1973, the placement service will make extensive efforts to insure that the highest possible percentage of students graduating from grade 12 are placed, either in a job or in further education. Based on its work with exiting students and on follow-through information regarding these students, the placement service will provide the school districts' curriculum committees with recommendations for needed revision and improvements in the educational program.

STATE AND PROJECT NUMBER:	Virgin Islands, V261051L
STATE-LEVEL PROJECT ADMINISTRATOR:	Mr. Wilburn Smith, Jr. Director, Vocational and Technical Education Department of Education P.O. Box 630 Charlotte Amalie St. Thomas, Virgin Islands 00801
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C:	$3,055
DURATION:	February 10, 1972 to August 9, 1973

SITE INFORMATION:

The population of St. Thomas and St. John is approximately 33,000 people. The main industry on St. Thomas is tourism. Considerably more than 30% of the families in St. Thomas have incomes below the poverty level. The local school district of St. Thomas enrolls approximately 11,000 pupils in grades K-12. For the purposes of this project, however, a complex of schools enrolling about 2,600 has been identified as the project site. It includes three elementary schools and two junior high schools with a total of 65 teachers and 10 counselors. The Part C funds will be used in St. Thomas in conjunction with already available Part D, exemplary program funds.

DESCRIPTION OF PROGRAM:

The three components of the project are summarized below:

Elementary and Junior High School Components: The project will contract a qualified consultant team to assist in the development. Subsequently, a committee composed of elementary teachers and counselors will be established. Objectives, approaches, techniques, and materials will be identified and utilized in all phases of the program. A one-week inservice workshop is to be held for teachers and counselors with others to follow throughout the length of the project. Preparation relative to the revision of the elementary and secondary school curriculums to include career awareness experiences will be effected. The program will be implemented in the selected schools during 1972-73.

Guidance and Counseling Component: Students will receive career guidance through the career awareness component for grades 1-9. Both counselors and teachers will receive inservice education.

STATE AND PROJECT NUMBER: Guam, V261058L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Duane I. Pierce
Acting Associate Superintendent
for Vocational Education
Guam Department of Education
Agana, Guam 96910

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $7,245

DURATION: June 1, 1972 to May 3, 1973

SITE INFORMATION:

Guam is a small island in the North Pacific Ocean area comprising approximately 210 square miles. The island has a population of 86,929 persons (1970 census). Of this population, approximately 19,000 are military personnel and their dependents. Employment rose from 17,000 in 1960 to 25,000 in 1970, a 47 percent increase. About 25,000 of Guam's population are attending elementary and secondary schools. There are 23 elementary schools (K-6), five junior high schools (7-9), two senior high schools (10-12), one area vocational-technical school (10-14), and one university. For purposes of this project, five junior high schools have been identified as the project site with approximately 1,700 ninth graders participating. This project will complement efforts being undertaken with Part D, exemplary program funds.

DESCRIPTION OF PROGRAM:

Junior High Guidance and Counseling Component: This territory intends to establish its Part C demonstration, testing, and development site in a Mobile Career Guidance Laboratory to serve initially all ninth grade students at five junior high schools on a rotating schedule. As there is presently a minimal vocational guidance and counseling program in the school system, (none in the junior high schools) the initial objective of the Division of Vocational Education is to establish this program immediately in their efforts to develop a comprehensive career education plan K-12. Because of the number of students involved in five separate schools, a traveling career guidance, counseling and testing laboratory can best serve initially to give these students meaningful career orientation and counseling help. This will enhance their entry into high school occupational programs the following year at the grade 10 level.

STATE AND PROJECT NUMBER: American Samoa, V261048L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Richard Reinhart
Coordinator for Vocational Education
Department of Education
Government of American Samoa
Pago Pago, American Samoa 96920

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $1,940

DURATION: February 24, 1972 to February 23, 1973

SITE INFORMATION:

American Samoa has a population of about 28,000. The economy, though largely agricultural, includes several industrial plants and a number of distribution and service occupations. The largest employer is the Federal government, employing about 2,000 persons. The school system of Samoa enrolls about 11,400 students in grades K-14. For the purposes of this career education project, three high schools, enrolling 1,800 students have been identified as the initial recipients of this critically-needed program. These schools include grades 9-12 with a total of 97 teachers and two counselors. The Part C funds will be used in conjunction with Part D, exemplary program funds to carry on this important effort. In addition to a project director, the project will employ two guidance counselors, a placement officer (one-half time), and a Career Awareness Coordinator (one-half time).

DESCRIPTION OF PROGRAM:

Guidance and Counseling Component: Two newly hired guidance counselors will assist full-time in the implementation of the program. They will develop and implement a career education program providing career guidance which will enable the students to become aware of the options open in the field of work.

Placement Component: A placement officer will be employed on a half-time basis to work closely with the Career Awareness Coordinator and the guidance counselors. He will canvass potential employers and make extensive efforts to insure that the highest percentage of students are placed, either in part-time work, summer employment, full-time jobs, or in further education.

Secondary Career Awareness Component: A Career Awareness Coordinator will be employed half-time to coordinate the entire program at the secondary level. He will work with the staff of the three high schools and will develop realistic career awareness experiences for students.

STATE AND PROJECT NUMBER: Trust Territory of the Pacific Islands
V261047L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. William Brandner
Pre-Vocational Coordinator
Office of the High Commissioner
Trust Territory of the Pacific Islands
Saipan, Mariana Islands 96950

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $4,930

DURATION: March 15, 1972 to September 14, 1972

SITE INFORMATION:

The city of Koror in the Palau Islands is the project site in the Trust Territory of the Pacific receiving special FY 1972 funds under Section 131(a) of Part C to develop and demonstrate career education components. The Micronesian Occupational Center, the Trust Territory's area vocational school, is located in the city of Koror. The Palau Islands are one group of the Western Caroline Islands located southwest of Guam. Their total land area is only 188 square miles. The population of the district in 1968 was 11,904 with 5,348 living in Koror, Palau, the District Center. Today, Koror has more private enterprise per capita than any other area in the Trust Territory. Government is by far the largest employer. Numerous private and partially subsidized businesses flourish in the District Center. Palau has 24 credit unions and 43 business firms which are engaged in importing-exporting, wholesaling and retailing.

DESCRIPTION OF PROGRAM:

Palau has 19 public and five private elementary schools and one public and two private high schools. The Micronesian Occupational Center (M.O.C.), a residential area vocational school, offers vocational training in many areas to a student body of 500 which will be enrolled from all districts. M.O.C. has specialized in vocational teacher training. The M.O.C. staff available to this project are one vocational guidance and job placement coordinator, three counselors, 15 U. S. contract instructors, and 19 Micronesian instructors. Other project staff will be hired. The project will involve a career orientation program for 30 teacher trainees at the elementary school level.

Elementary Component: The long-range objective of the career orientation teacher trainees project is to establish career education in the public and private schools in Micronesia. The project program will be geared to the elementary level of career education with the purpose of instilling in the teacher trainee the importance and need of the students, for knowledge of their career options, and a knowledge

of the opportunities open to youngsters in the world of work in Micronesia. All of the M.O.C. vocational laboratories will be utilized, as well as the facilities of the local industries and businesses when practical. Along with the development of career awareness guidance material, the staff may work up a developmental form of a self-contained career education demonstration unit, which could be used in the classroom. The guidance and counseling staff of the project will be utilized to the fullest extent in the development and/or adaptation of instructional material to the world of work in Micronesia.

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4. "Marland on Career Education." Reprinted from American Education, November 1971. (Available from U.S. Government Printing Office under Catalog No. HE 5.280:80076; price 10 cents.)

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21. Career Education in Arizona. 34-page booklet outlining the concept and its implementation in Arizona, May 1972. (Available from Arizona Department of Education, State Capitol, Room 165, Phoenix, Arizona 85007.)

22. CAPES: A Guideline for Career Awareness Programs for the Elementary School. Olympia, Washington: Coordinating Council for Occupational Education, State of Washington; February 1972.

23. Ohio's Career Continuum Program: World of Work Program; Grades K-6. Columbus, Ohio: Division of Vocational Education, State Department of Education; 1972.

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